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REPORTS

ON

PUBLIC INSTRUCTION IN BURMA

FOR

THE YEAR 1891-92.

RANGOON:

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRINTING, BURMA.

1892.

TABLE OF CONTENTS.

RESOLUTION ON REPORT BY THE CHIEF COMMISSIONER.

Lower Burma.

	Para.	Page.
General results	1	1
Financial	2	2
University education	3	3
Secondary education	4	ib
Primary instruction	5	4
Education in special subjects	6	5
Education of girls	7	6
General remarks	8	ib.

Upper Burma.

General statistics	9	7
Financial	10	8
Secondary education	11	9
Primary education	12	ib.
Education in special subjects	13	10
Education of girls	14	ib.
Education of special classes	15	ib
General remarks	16	11

REPORT ON PUBLIC INSTRUCTION IN LOWER BURMA FOR 1891-92.

Introduction.

	Para.	Page.
New standards and rules	1	1
Better organization and classification	2	ib.
Gain to cause of education by new system	3	ib.
Fixity of standards and rules	4	ib.
New schemes of work	5	ib.
Prospects of education in municipalities	6	2
Better prospects to teachers	7	ib.
Salary of Deputy Inspector of Schools	8	ib.
Contribution from local sources towards education	9	ib.
Teachers' Associations	10	3
Introduction of drilling in schools	11	4

Section I.

General and Statistical Summary.

Comparative statistics of educational institutions	12	4
Attendance at colleges	13	ib.
Middle English schools	14	ib.
Decrease of pupils in Anglo-Vernacular Middle schools	15	ib.
Increase of pupils in Vernacular Middle schools	16	ib.
Primary schools	17	5
Abolishing of two Survey schools	18	ib.
Female education	19	ib.
Classification of schools according to management	20	ib.
Schools maintained by Education Department	21	ib.
Classification of pupils according to stages of instruction	22	6
Summary of figures by comparison with previous year	23	ib.
Pupils of the 7th and 8th Standards	24	ib.
Aided and unaided institutions	25	7
Comparative statement of expenditure for last two years	26	8

Section II.

Controlling Agencies.

Work of Inspector of Schools	27	8
Inspection work of Inspectors	28	9
Scheme for an increase in number of Inspectors of Schools	29	ib.
Mention of Mr. Moss's services	30	ib.
Circle inspection	31	ib.
Work of Deputy and Sub-Inspectors of Schools	32	10

Section III.

University Education.

The Rangoon College	33	10
Principal's report	34	ib.
Results of the F.A and B A Examinations	35	12
Re-organization of the Rangoon College	36	13

SECTION IV.

Secondary Education, Upper and Lower Standards, V—IX (inclusive).

	Para.	Page.
Anglo-Vernacular and Vernacular Indigenous Boys' schools	37	13
Results of Calcutta University Entrance Examination	38	14
Comparative statement of schools	39	ib.
Secondary schools	40	15
Year's results of Government and Aided Anglo-Vernacular schools	41	17
Examinations conducted under new standards	42	18
Inter-school sports	43	ib.
Examinations under 8th Standard	44	ib.
Attendance and expenditure in Government and Aided schools	45	19

SECTION V.

Primary Instruction.

Statistics of primary schools	46	19

(*a*) *Non-Indigenous Schools.*

Non-Indigenous schools	47	20
Indigenous schools	48	32
Statistics of Burmese, Karen, and Mahomedan schools	49	32
Full passes	50	ib.
Notes on special systems	51	ib.
Statistics of Burmese Indigenous schools	52	33
Condition of education in various parts of the country	53	ib.
General statistics of Mahomedan and Karen schools	54	43

SECTION VI.

Special Instruction.

Schools for training, technical and professional instruction	55	50
Leading statistics for the past two years	56	ib.
Training schools for teachers	57	ib.
Schools for professional and technical education	58	51

SECTION VII.

Female Education.

Leading figures in connection with female education	59	52
Passes secured by girls	60	53
Female medical students	61	ib.

SECTION VIII.

Education of special Classes.

(*a*) *Europeans.*

Number of schools attended by Europeans only	62	53
European education in schools	63	54
Stages of instruction for the ten Secondary and Primary schools open to Europeans ...	64	55
Passes gained by European pupils at University and Provincial examinations	65	56

(*b*) *Mahomedans.*

Indigenous Mahomedan schools and pupils	66	56

(*c*) *Chins.*

Chins	67	57

(*d*) *Karens.*

Karen schools	68	57
Primary passes and grants earned during the past two years	69	58

(*e*) *Other Tribes.*

Other tribes	70	28

SECTION IX.

Private Schools.

Statistics of private schools for past two years	71	58

SECTION X.

Preparation and Distribution of Text-books and other Educational Literature.

Text-book Committee	72	59
Better arrangements for translation of Vernacular Text-books	73	ib.
Editorial staff	74	ib.
Resumé of work done	75	ib.
Preparation of school books	76	60
Acknowledgment of Mr. Lonsdale's services	77	ib.

SECTION XI.

Recommendations of the Education Commission.

	Para.	Page.
Nothing special to say on this head	78	60
Acknowledgment of work done by some of the officers of the Department	79	ib.
Working of the office staff	80	ib.
Relations of the Department with school managers, &c.	81	ib.

REPORT ON PUBLIC INSTRUCTION IN UPPER BURMA.

INTRODUCTION.

Organization and development of education	1	1
Chief events of the year	2	ib.
Opposition to the educational system	3	ib.
Theological and secular education	4	2
Systems will be popular if carefully supervised	5	ib.

(a) English Schools.

Increase of English schools satisfactory	6	ib.
Fluctuation in number of native pupils	7	ib.
Stability and firmer footing of English schools in the future	8	3
Want of assistant teachers with Anglo-Vernacular teacher's certificate	9	3
Remarks on progress education	10	ib.
Building of substantial school-houses for old structures	11	ib.
Increase in the results-grants	12	ib.
Proposal to train the best pupils as pupil-teachers	13	ib.
School athletic association	14	4
Consideration for starting a school fire-brigade at Mandalay	15	ib.
Aid to English schools by municipalities	16	ib.

(b) Indigenous Schools.

Improvement in indigenous schools	17	4
Increase in schools started by monastic and lay managers from Lower Burma	18	ib.
Decrease of these schools	19	ib.
Better equipment of indigenous schools	20	ib.
Remarks on schools kept by Pôngyis	21	ib.
Difficulty in retaining children at school	22	5
Tardy progress in geography as a subject of education	23	ib.
Teachers and managers are conservative and old-fashioned	24	ib.
Remarks on private schools	25	ib.
Popularity of our system of education aided by opening of railway to Sagaing ...	26	ib.

SECTION I.

General Statistical Summary.

Statistics of educational institutions	27	6
Schools classified according to management	28	7
Classification of pupils attending public schools according to stages of instruction ...	29	ib.
Summary of foregoing figures with previous year	30	9
Pupils in aided and unaided institutions	31	ib.
Comparative statement of expenditure	32	11
Grant-in-aid earned in Anglo-Vernacular schools	33	ib.
Results-grants awarded in each district	34	12

SECTION II.

Controlling Agencies.

Work done by Inspector of Schools	35	12
Work of Deputy Inspectors of Schools	36	13
Detail of inspections	37	14

SECTION III.

University Education—Nil.

SECTION IV.

Secondary Education.

Secondary schools	39	14
Middle English schools	40	15
Vernacular schools	41	ib.
Remarks on tuition in some institutions	42	ib.
Expenditure on secondary instruction for boys	43	ib.
List of secondary schools and number of pupils passed from each during last two years ...	44	16
Increase in middle department of secondary institutions	45	17
Introduction of inspection and examination introduced in Upper Burma	46	ib.
Secondary schools of the Upper Province	47	ib.

SECTION V.

Primary Instruction.

Statistics of public primary schools	48	20
Divisions and districts in which schools are at work	49	ib.

	Para.	Page.
Results of Anglo-Vernacular primary schools	50	22
Candidates presented and passed at Anglo-Vernacular standard examinations	51	23
Results of other examinations	52	24
Steady development of English and Native schools	53	ib.
Remarks on employment of lay-teacher's in Pôngyi kyaungs	54	ib.
Opposition to secular education in Pôngyi kyaungs	55	ib.
Introduction of school-fee system into indigenous lay schools	56	25
Remarks on Anglo-Vernacular primary schools	57	ib.
Effect of scarcity of crops on progress of education in remote districts	58	ib.
Statistical summary of Indigenous Burmese schools	59	27
Statistics of registered aided Indigenous schools	60	30
The results-grants system	61	ib.
The salary-grants system	62	ib.
Schools in which certificated assistant teachers are at work	63	ib,
Statement of school managers who have applied for teachers	64	31
Schools in which certificated mistresses are at work	65	32
Probationary assistant teachers	66	33
Distribution of trained teachers	67	ib.
Special mention of certain teachers	68	ib.
Burmese Indigenous public schools	69	ib.
Condition of education in various parts of the country	70	34
SECTION VI.		
Special Instruction.		
Technical department of S. P. G. school	71	53
Various industries taught in S. P. G. school	72	ib.
Translation of Martini's Hand-book of Agriculture for distribution	73	ib.
Arrangements made to open an Industrial school in Mandalay	74	54
Survey schools	75	ib.
Jail schools	76	ib.
Railway training schools	77	ib.
Kindergarten class opened in European girls' school	78	55
Project for opening an evening class	79	ib.
Remarks about education in Upper Burma	80	ib.
Probationary training of teachers	81	ib.
SECTION VII.		
Female Education.		
Figures in connection with female education	82	55
Public schools and the number of girls attending them	83	56
Anglo-Vernacular schools	84	ib.
Remarks on female schools	85	57
Tuition in female schools	86	ib.
Number and attendance of private schools	87	ib.
Results attained by girls at various schools	88	58
Examinations passed in girls' schools	89	ib.
Female education	90	ib.
Remarks on Vernacular schools	91	ib.
SECTION VIII.		
Education of Special Classes.		
Anglo-Vernacular schools	92	59
(*a*) *European.*		
Schools attended by Europeans only	93	59
Results of departmental examinations	94	60
Cost of European education	95	ib.
Stages of instruction in the three European schools	96	61
(*b*) *Mahomedan.*		
Number of Mahomedan schools	97	62
Increase of schools and pupils	98	ib.
Mahomedan religious education	99	ib.
(*c*) *Manipurian.*		
Manipurian schools	100	63.
(*d*) *Karens.*		
Remarks about the Karens in Upper Burma	101	63
(*e*) *Shans.*		
Remarks about the Shans	102	63
Condition of education in the States	103	64
The ecclesiastical profession is not an attractive one	104	ib.
Number of Pôngyi kyaungs in the States	105	ib.
Proposal to establish an Anglo-Vernacular Boarding school in the States	106	ib.
Work done by Medical Baptist Missionaries	107	65
Shan villages in the Minbu district	108	ib.
Mr. Well's tour through the Shan country	109	ib.

(*f*) *Kachins.*

	Para.	Page.
Occupation of the Kachins	110	65
American Baptist Mission Kachin mixed school at Bhamo	111	ib.
Mission work at Bhamo	112	ib.
Work of teachers at Bhamo and Mogaung	113	66

(*g*) *Chins.*

Remarks about the Chins	114	66
Bangshè and other tribes	115	ib.
Proposal to open Chin Indigenous schools at Kan and Tamu	116	ib.
Mission work at Gangaw	117	ib.

(*h*) *Chinese.*

Chinese schools	118	66
Remarks about Chinese who lives in the States	119	67

(*i*) *Others.*

Remarks on the aboriginal races	120	ib.
The Lishaws of Taiungbaing, &c.	121	67
Remarks on the Lás and Wás	122	ib.
Educational organization of the States	123	ib.

SECTION IX.

Private Schools.

Statistics of private schools	124	68
Vernacular Mission schools	125	69
R. C. M. school	126	ib.
Grades of Burmese schools	127	ib.
Managers of Burmese lay schools	128	70
Remarks on the levy of the thathameda-tax	129	ib.

SECTION X.

Preparation and Distribution of Text-books and other Educational Literature.

Gratuitous distribution of educational literature in public schools	130	70
Deputy Inspectors act as agents for Baptist Mission Press for supply of books, &c. ...	131	ib.
Ample equipment of schools	132	ib.
School test-book library	133	71
Retail sale of books and stationery at wholesale rates	134	ib.
Proposal to introduce a new standard of English readers	135	ib.

SECTION XI.

Recommendations of the Education Commission.

The recommendations of Education Commission have been followed	136	71
Removal of offices	137	ib.
Acknowledgment of services rendered by local officers to educational officers	138	72
Submission of report	139	ib.

LOWER BURMA APPENDICES.

	Page.
General Table I.—Abstract return of colleges, schools, and scholars in Lower Burma for the year 1891-92	i.
Ditto II.—Abstract return of expenditure on public instruction in Lower Burma for the year 1891-92	iii.
Ditto III.—Return of colleges, schools, and scholars in Lower Burma for the year 1891-92	iv.
Ditto IV.—Return of expenditure on public instruction in Lower Burma for the year 1891-92	vi.
Ditto V.—Return of the stages of instruction of pupils in public schools for general education in Lower Burma for the year 1891-92	viii.
Ditto VI.—Return showing the results of prescribed examinations in Lower Burma for the year 1891-92	x.
Ditto VII.—Return showing the distribution of local fund and municipal expenditure on public instruction in Lower Burma for the year 1891-92	xii.
Return showing the classification of pupils attending public institutions in Lower Burma on the 31st March 1892 according to religion	xiv.

UPPER BURMA APPENDICES.

	Page.
General Table I.—Abstract return of colleges, schools, and scholars in Upper Burma for the year 1891-92	ii.
Ditto II.—Abstract return of expenditure on public instruction in Upper Burma for the year 1891-92	iii.
Ditto III.—Return of colleges, schools, and scholars, in Upper Burma for the year 1891-92	iv.
Ditto IV.—Return of expenditure on public instruction in Upper Burma for the year 1891-92	vi.

Page.

General Table V.—Return of the stages of instruction of pupils in public schools for general education in Upper Burma for the year 1891-92 ... ... viii.

Ditto VI.—Return showing the results of prescribed examinations in Upper Burma for the year 1891-92 ... ... x.

Ditto VII.—Return showing the distribution of local fund and municipal expenditure on public instruction in Upper Burma for the year 1891-92 ... ... xii.

Return showing the classification of pupils attending public institutions in Upper Burma on the 31st March 1892 according to religion ... ... xiv.

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RESOLUTION

ON THE

REPORTS ON PUBLIC INSTRUCTION IN BURMA

For the year 1891-92.

Extract from the Proceedings of the Chief Commissioner, Burma, in the General Department,—No. 6E.-45, dated the 7th November 1892.

READ—

The Report on Public Instruction in Lower and Upper Burma for the year 1891-92.

RESOLUTION.—The report was due in this office on the 1st August, but was not received in print till the 13th September. It is presumed that in accordance with recent orders the reports of Deputy Inspectors and Inspectors were seen by Deputy Commissioners and Commissioners. The Director of Public Instruction makes, however, no allusion to their remarks. The Director is requested to submit their remarks for the Officiating Chief Commissioner's perusal in order that the amount of interest which they have taken in education and their opinions upon the subject may be known. The Director of Public Instruction excuses himself for the length of his report on Upper Burma which for the reasons given in paragraph 139 of the report be found it difficult to compress. The Lower Burma report has been reduced from 69 to 60 pages, but the Upper Burma report is even longer than in 1890-91. The Officiating Chief Commissioner, while fully acknowledging the care and labour devoted to the compilation of both reports, trusts that now that public instruction in Upper Burma has ceased to be a novelty it will be possible next year to condense the report by leaving out the discussion of principles which are recognized. It is not, moreover, necessary to enter so much into the details of particular schools which have done nothing exceptional during the year. The inspection tours of the Director afford him a more convenient opportunity for expressing his opinion, on individual schools.

LOWER BURMA.

General results.

1. The number of schools, public and private, in existence at the close of the year was 6,148, or nearly 400 more than in the previous year. Of this total, 2,782 were public and 3,366 private institutions. As compared with the figures of 1890-91, there was a decrease of 97 in the number of schools classed as public. The falling off occurred under the head of Primary Vernacular Schools, but it may be noted that, though the actual number of schools of this class was smaller than in the previous year, the number of pupils rose from 74,763 to 79,606. In the previous year the Director explained the decrease of 223 primary schools, which that year showed below the total of 1889-90, as due to the fact that the visits of Inspecting Officers were made later than usual and at a time when the indigenous schools were abnormally empty, and he anticipated that the year now under report would restore the former total. The expectation has not been realized; the number of pupils in primary public schools in 1889-90 was 83,986, or 4,380 more than in the year of report. It appears that the decrease

is due to the removal from the public list of schools which taught no arithmetic. The Officiating Chief Commissioner under these circumstances does not view the reduction with regret. The number of Special Schools fell by two, but schools of all the other classes, which are shown as "public," increased in number, and with one exception had more pupils under tuition Taking the number of public schools in the province as a whole, there were nearly 6,000 more pupils than in 1890-91.

The schools of the province classed as private institutions both increased in number and showed more pupils in attendance. Of 3,366 schools of this kind, 3,149 were secular and 217 were for religious instruction only. In the former class nearly 11,000 more pupils were taught than in the previous year. The requirement of arithmetic has thrown into this class of schools some which formerly were shown as public, and has prevented others from being recognized.

The following list shows the number of pupils under instruction in Lower Burma for the past five years :—

	Pupils
1887-88	117,841
1888-89	121,672
1889-90	129,007
1890-91	115,297
1891-92	132,688

On the assumption that the figures for 1890-91 were, as was no doubt the case, an untrustworthy index to the condition and progress of education during that year, the educational growth of the lower province would appear from the above to be less fluctuating than the returns of the previous year indicated. At the same time it must be remembered that the work to be done is vast. According to the last census the population of Lower Burma was 4,658,627, and had increased since 1881 by 921,856. In 1881-82 the number of pupils under instruction was 89,950. The increase of population has therefore been 25 per cent., and the increase of pupils under instruction has been 48 per cent. Assuming the population of school-going age to be at both epochs 15 per cent. of the whole population, we find that the proportion of scholars to population of school-going age has risen from 16 to 19 per cent.

Financial

2. The net expenditure by Government and local authorities on education was Rs. 6,54,149, or Rs. 16,515 more than in 1890-91. The increases over the figures of the previous year were largest under the heads of Secondary and Primary education, on which were spent respectively Rs. 7,669 and Rs 4,312 more than in 1890-91, but there was also a rise of Rs 3,338 in the expenditure on University education, due to a somewhat enhanced outlay on the salaries of the professorial staff of the Rangoon College. The introduction of new standards into the educational system of the province and the consequent rise in the quantity and value of grants earned, caused the increases in the expenditure on Secondary and Primary education There were decreases under the heads of Special education and Scholarships. The latter decrease was due to the abolition of Upper Primary scholarships, to which reference was made in the concluding portion of paragraph 2 of last year's Resolution, and the former appears to have been occasioned chiefly by the closing of two Survey Schools in the province. The

Department spent Rs. 48,523 on buildings during the year as compared with Rs. 45,653 in 1890-91, the increase being mainly due to the heavy outlay in respect of the Shwegyin school-house. The increase in fee-receipts, which was commented on in last year's Resolution, was continued in the year under review. It amounted in all to Rs. 28,207, to which aided Secondary and Primary Schools contributed Rs. 23,005.

University education.

3. There is a satisfactory increase to record in the attendance at the Rangoon College during the year. The average number on the rolls was 44 as compared with 24, and the average daily attendance 42 as compared with 19 in 1890-91. The attendance at the High and Primary departments of the College fell to some extent, but this fall was numerically counterbalanced by a rise in the figures for the Middle School. The improvement in the attendance at the College was due to an increase in the number of passes in the Calcutta Entrance examination of the previous year. It was on that account satisfactory, but it has to be noted that 40 out of 44 students were holders of Government scholarships. All the 4 students presented for the B.A. examination were successful, as also were 11 of the 14 candidates who competed at the F.A. examination. In addition to the above, 34 Seventh Standard passes were obtained by pupils from the College.

Secondary education.

4. The number of High Schools in the province was increased by two, the institutions that were raised to this grade being the Rangoon Diocesan School and the Prome Municipal School, and the number of pupils studying at these schools rose from 2,820 to 3,398. There was an increase of one in Middle English Schools, but there was a decrease of 164 pupils in attendance. The Director explains that the decrease is due to the fact that the two schools raised to the High School grade took out of the returns for Middle Schools more pupils than the three newly graded Middle Schools brought in. The number of Vernacular Middle Schools rose from 17 to 22, and the number of pupils studying at them from 1,118 to 1,579. This increase, which was anticipated in last year's report, was occasioned by the reclassification of indigenous schools undertaken in the past year. At the Calcutta University Entrance and the Provincial Seventh Standard examinations 318 candidates were successful as compared with 217 in 1890-91 and 115 in 1889-90. The decrease in Entrance passes, which fell from 46 to 26, can hardly be said to have been fully explained by the Director. He admits that the year's results have in this particular been exceptionally bad, and explains the failure as due to the poor material upon which the teachers had to work. This fact can hardly, the Officiating Chief Commissioner considers, have been the cause, or even the main cause, of the very poor results. It is more probably due to the cause indicated by Mr. Pope in paragraph 47 of last year's report, namely, the want of care in preparing the candidates for the examinations especially in Municipal schools. It is satisfactory to notice that four pupils from the Akyab High School, which in the previous year presented no candidates for examination, passed the Entrance examination. It is equally to be regretted that the figures for the Bassein High School are no better than in 1890-91. The Chief Commissioner will be glad to receive from the Director of Public Instruction a special report on the desirability of abolishing the High department in the Bassein school. The institution costs both the Muni-

cipality and the District Fund a considerable sum annually, and in view of the very meagre success which it has achieved, the necessity of maintaining it at its present standard appears open to doubt.

Primary instruction.

5. The number of Primary schools under inspection fell from 2,854 to 2,761. Of this total, 2,679 were indigenous aided schools, and the remainder were public institutions, 25 of which were under public and 57 under private management. The number of public schools under public management is shown as having fallen by two. The actual decrease was one only, as there was a mistake in the figures for the previous year. Public institutions under private management increased by eight schools, of which three were in Akyab town, and the attendance at this class of school rose from 4,126 to 5,197. The decrease in the number of indigenous aided schools, which fell from 2,778 to 2,679, is attributed, as already stated, to the removal from the list of a number of institutions at which no arithmetic was taught. There was an increase of seven Karen schools, but the number of Mahomedan schools fell from 24 to 7 and the number of pupils from 595 to 370. There was a net increase of 5,440 in the attendance at primary indigenous schools, but this rise merely brought the returns nearer the real normal attendance. Probably there was a decrease in real average attendance of at least 4,000 pupils, that being about the number by which the decrease shown in the returns of 1890-91 exceeded the increase shown in the returns of 1891-92. It is a very general complaint that attendance at the lay schools does not increase or that the pupils leave at too early an age. Perhaps something might be done to set free part of the time of the older pupils for agricultural work, and thus induce parents to keep their children longer at school. The Director is requested to consider the question.

The results-grants system for indigenous schools has continued to work satisfactorily. The arrangement by which the payment of results grants to monastic schools in money was revived did not come into force till the close of the year. There appears to be no doubt that by its revival the pôngyis of Lower Burma will be able to compete without disadvantage with their lay brethren. The various Teachers' Certificate systems remained unchanged throughout the year, but proposals were made before its close for modifying the existing rules connected with this subject and generally for improving the position of certificated assistant teachers. It has not been found practicable to make the services of teachers of this class pensionable, but the conditions of their service have been ameliorated by the payment of their travelling expenses on transfer. The condition of Indigenous education in the various divisions of the lower province has been dealt with at some length by the Director. Education is reported as not prospering in Arakan. The backward state of education in this division formed the subject of a special report towards the end of 1891 and the beginning of 1892. It was attributed by the Commissioner to the poverty of the people, to the fact that they require their children's services in agriculture, to the low standard attained by the monastic teachers, to the religious party-spirit prevalent in the division, and to some extent to the apathy displayed by the local officials in educational matters. Of the remedies suggested for bettering the existing state of things, the only one considered practicable by the Chief Commissioner was that of impressing upon the local officials the necessity of furthering educa-

tion by all means in their power. It is hoped that a certain impetus will be given to education by a scheme for the grant of special educational privileges to the sons of village headmen, the proposals for which emanated from the Arakan Division. There is indeed an increase in the number of indigenous schools in the Kyaukpyu and Sandoway districts, but it is deceptive. The new schools are *kyaungs*, of which the future efficiency is very doubtful. In Akyab district the number of schools decreased owing to the removal from the recognized list of those which taught no arithmetic, but the quality of instruction improved, as is shown by the increase in results grants. In the Pegu division the prospect of obtaining results grants is reported to have stimulated the monastic managers, but the effect has so far been unfavourable to the standard of education. The Director should communicate with the Commissioner of Pegu about the Paungdè Municipal Committee's breach of promises. The returns for Bassein and Henzada show less progress in numbers than those of the other two districts of the Irrawaddy Division, but the examinations were not unpromising. The interest displayed in education by the people of the Kyônpyaw township deserves recognition. It is also satisfactory to observe that Tavoy and Mergui in which educational progress has hitherto been slow, gave better returns. The Karen schools in the province continue to do good work. They show an appreciable increase both in the number of pupils under tuition and in the passes gained. The teaching of English in small rural schools should not be encouraged.

Education in special subjects.

6. There was a decrease of two in the institutions for special instruction due to the closing of Survey Schools at Mergui and Sandoway. The number of Normal Schools remained unchanged, as also did the total of pupils at the Akyab Normal School, but the Moulmein Normal School, to which an Anglo-vernacular class was added in the previous year, showed an increase of 12 pupils. The attendance at the Female Normal classes at Rangoon and Moulmein decreased, but they gained 11 passes against 10 in 1890-91. Fewer passes were gained by male students than in the previous year. The number of pupils at St. Peter's Bassein Industrial School fell from 51 to 18, but the institution is reported to have done good work and to have borne the test of examination satisfactorily. The establishment of an Engineering School in Rangoon was under consideration during the year, and after its close definite proposals were submitted for the orders of the Government of India. At the instance of the Educational Syndicate, a Law class was started in Rangoon and a lecturer appointed to deliver a course of Law lectures. The standard for the medical scholarships tenable at the Calcutta College was raised. In future no candidate will be selected unless he is able to enter for the University examinations. Owing partly to the expatriation involved and partly to the more immediately lucrative prospects available in other walks of life, the medical and engineering scholarships tenable in India have attracted little competition and have given on the whole poor results. Out of nine engineering scholars two resigned and three failed to qualify for a degree. The medical scholars were generally unable to enter for the University examinations owing to their imperfect general education: they were therefore examined and passed by the College staff. The money spent on these scholarships has not secured an adequate return.

Education of girls.

7. There was an increase both in the number of, and in the attendance at, the schools specially set apart for female education. The figures for the past two years were 66 and 73 respectively for schools and 2,181 and 2,220 for pupils. Of this total, only three schools with 88 pupils were under public management. No Entrance passes were gained by any girls during the year, though no less than 11 had been secured in 1890-91, but the number of Middle School passes was doubled. Upper Primary passes increased from 230 to 504 and Lower Primary passes from 696 to 2,888. Of the 20 candidates from the Dufferin Maternity Hospital presented for examination, 8 passed in sick-nursing and 12 in midwifery. The lack of female teachers, especially in the Karen schools, is still keenly felt.

General remarks.

8. The year under review is the first in which a full trial was given to the new standards and rules introduced in 1890, and the general result of the test was good. The chief events of the year have been commented on in the preceding paragraphs: it only remains to notice a few other points of importance, such as the making of drawing a compulsory subject in Government and Municipal schools, the opening of Kindergarten classes at several of the Normal schools, and the prescribing of a daily compulsory course of drill and gymnastics for all educational institutions under the control of the Director of Public Instruction. The subject of technical instruction has lately attracted much public attention. The Government should no doubt encourage instruction in crafts, especially in those which require artistic skill, but this encouragement can only affect a few boys, while it is possible at a small cost to teach a large number to use their senses and to make them generally handy. For this reason the Officiating Chief Commissioner attaches much importance to drilling, drawing, and manual training, and in next year's report the Director is requested to report fully on the progress made in these subjects. The position of Municipalities as regards education has been described by the Director in the opening paragraphs of his report. The gradual abolition of the system of Provincial contributions for general purposes has led some Municipalities to reduce their expenditure on education to the minimum allowed by law, and where the Municipal Fund was in really straitened circumstances, a Provincial grant in aid of Secondary education was made. The Director expresses a hope that next year education will be placed on a similar footing in all the Municipalities of the province. There is no doubt that Primary education is the first charge on that portion of Municipal revenues which is set aside for the various School Funds. In all large towns Secondary education should be self-supporting. In some of the smaller towns Government, for administrative as much as for educational reasons, may help to maintain Anglo-vernacular schools if the attendance is good and the receipts from fees reasonable. But these cases are to be regarded as exceptions to the general principle that if people want Secondary education for their children they must pay for it. In the Chief Commissioner's opinion there is no reason why most of the Municipalities in Lower Burma should not defray the whole of their educational expenditure without external aid. Where an appreciable proportion of the pupils under instruction at a Municipal school comes from the district, the Chief Commissioner will be prepared to sanction a contribution from the District Cess Fund towards education in the Municipality. Proposals were made

towards the close of the year for the creation of a fourth Inspectorship of Schools, and since the end of the year the new appointment has been sanctioned by the Secretary of State. The creation of this additional post has necessitated a general re-arrangement of the jurisdictions of Inspectors in both Upper and Lower Burma, which will be introduced when the officer selected by the Secretary of State arrives in the province. The Chief Commissioner takes note of the commendations bestowed by the Director in paragraphs 30, 31, and 79 of his report. Maung Aung Ban and Maung Mo, the township officers of Naaf and Kyauktan respectively, and Maung Po Bye, Subdivisional Officer, Henzada, are mentioned as taking an interest in educational work. The Chief Commissioner desires that the educational work of township officers may be briefly noticed in a separate paragraph in future reports.

UPPER BURMA.

General statistics.

9. The late census has shown the population of Upper Burma, excluding the Shan States and parts of the Bhamo and Katha districts, to be 3,063,426 persons. Statistics of age and education are, however, available only regarding 2,946,933 persons. The figure of 2,968,941, which has been entered by the Director in his Abstract Return (Table I), includes the Uyu township of the Upper Chindwin district, where the return of distribution between sexes was obtained, but the materials for the other detailed returns were destroyed. Taking therefore 2,946,933 as the total population, there are 173,838 boys and 179,050 girls above 4 and under 10 years of age, there are 169,506 boys and 169,377 girls over 9 and under 15 years, and there are 125,471 boys and 146,246 girls over 14 and under 20 years of age. The population of school-going age, taking 15 per cent. of 3,063,426, numbers 459,513 persons.

The number of schools classed as public institutions increased from 2,940 in 1890-91 to 3,401 in 1891-92, and of scholars in such institutions from 43,960 to 53,063. There are in addition 2,458 private schools with 10,277 scholars. The only schools in Upper Burma which are managed by Government are five Survey Schools with an average attendance in the year of report of 102 scholars. These schools are controlled by the Land Records Department and teach surveying to the sons of headmen and others. The survey and settlement operations in Upper Burma cause a great demand for surveyors, and it is very desirable that the demand should be, so far as possible, locally supplied. Secondary Schools increased in number from 9 to 13, and one of them, the St. Joseph's Convent Girls' School, attained to the grade of a High School by passing two pupils for the Eighth Standard. All the rest are classed as Middle English Schools. Except the Railway School at Yamèthin, which, presumably because it belongs to a *quasi*-commercial department of Government, has not been shown by the Director among Government schools but among privately-managed schools, all the Secondary Schools are managed by missionaries; four belong to the Roman Catholics, four to the American Baptists, two to the Church of England, and two to the Wesleyans. The average daily attendance at Secondary Schools increased from 327 boys and 59 girls to 537 boys and 76 girls. Primary Schools numbered 544 against 436, and attracted an average daily attendance of 13,078 pupils as compared with 9,257 in the previous

year. Parents are beginning to be not less anxious in Upper than in Lower Burma for their sons to learn English, and accordingly the number learning English increased from 844 to 897. The Officiating Chief Commissioner is glad to see that the increase was wholly in Secondary Schools. The English instruction which stops at the Fourth Standard is of little use to the scholar, and distracts the attention of the school-manager from vernacular work, which is better within his powers. The distribution of the scholars among the various stages of instruction was as follows:—in the high stage three, who were all girls; in the middle stage, 81 boys and 14 girls; in the upper primary stage, 512 boys and 77 girls; and in the lower primary stage, 47,934 boys and 4,326 girls, of whom all were reading printed books.

Financial.

10. The direct expenditure on public instruction was Rs. 67,056, and indirect expenditure absorbed Rs. 41,167 more. Inspection charges rose from Rs. 22,769 to Rs. 33,077, and building expenses fell from Rs. 36,550 to Rs. 1,169. In general it may be said that the proportions of direct and indirect expenditure in the year of report were the reverse of those for 1890-91, for, while in 1890-91 direct expenditure aggregated about Rs. 41,000 and indirect expenditure about Rs. 66,000, in the year 1891-92 direct expenditure was about Rs. 67,000 and indirect expenditure about Rs. 41,000. The change is significant of the fact that the stage of starting schools has been followed by the stage of maintaining them. The trifling sum of Rs. 1,020 was contributed by the Municipal Committees of Shwebo, Pakôkku, Yamèthin, and Pyinmana. In Upper Burma Municipal Committees have many objects on which to spend their money, and the Officiating Chief Commissioner is not disposed to encourage them to spend it on Anglo-vernacular schools. It has to be remembered that the funds of the Municipalities are gathered from all classes of the community, whereas the English-teaching schools benefit only the richer class. There is no objection to the assistance of primary education by Municipalities when they can spare the money, but for the present at any rate they should not spend money on secondary education. In scrutinizing the incidence of educational expenditure, the Officiating Chief Commissioner finds that the share borne by Government is very high. In 1891-92 Rs. 33,860 were contributed by Government to the support of aided schools, while fees in those schools brought in Rs. 11,192 and endowments and other sources produced Rs. 17,331. As compared with 1890-91, however, the progress is not altogether satisfactory, for though the fee-receipts have risen by Rs. 4,332, subscriptions have entirely disappeared and "other sources" have yielded Rs. 12,186 less. The total expenditure on general education by Government was Rs. 78,120, being 72 per cent. of the recorded aggregate of all educational expenditure, while in the previous year the Government share was only 63 per cent. The Officiating Chief Commissioner would like to see somewhat more attention paid to finance in the Director's report. Mr. Fryer desires to remind the Director that the policy of Government is to stimulate private effort by appropriate aid; but whereas the gross expenditure has only risen from Rs. 1,07,027 to Rs. 1,08,223, the net Government expenditure has risen from Rs. 67,502 to Rs. 79,210, including the small Municipal subventions.

The Officiating Chief Commissioner notes that Rs. 30,481 were devoted to primary education, against Rs. 11,415 in 1890-91, and he is aware that much

money, or the equivalent of money, is spent by private persons on primary schools which cannot appear in the returns; but the Director should be careful not to raise expectations of Government assistance which cannot be satisfied. The amount of results grants was Rs. 17,417, against Rs. 8,706 in the previous year. Next to Mandalay district, which got Rs. 5,146, the Sagaing district earned the largest share of this sum; it received Rs. 2,071, and the Shwebo, Lower Chindwin, and Myingyan districts took over Rs. 1,000 each. In most districts there was a very considerable increase, but the districts of Bhamo, Ruby Mines, Upper Chindwin, and Yamèthin retrograded.

Secondary education.

11. Thirteen schools were classed as High English and Middle English. There were still no Middle Vernacular Schools, but the Director hopes to register seven schools as such in the current year. The 13 schools passed 13 pupils by the Seventh and 2 by the Eighth Standards. They sent up altogether for all the Middle standards 28 more candidates than in 1890-91 and passed 26 more. The expenditure rose from Rs. 15,974 to Rs. 20,109. The largest school is the school of the S. P. G. at Mandalay; but the school of the highest grade was St. Joseph's Convent. The progress of secondary education is satisfactory, but it is necessary to remember that 239 out of 726 pupils in secondary schools are Christians, Hindus or Mahomedans, and that of the Buddhist pupils many are the sons of Lower Burman officials who are employed in Upper Burma. It would be interesting to know how many of the 132 pupils of the S. P. G. school at Mandalay are Upper Burmans. In the course of his recent tour the Officiating Chief Commissioner was struck with the small grasp of the meaning of English Readers which was obtained by most of the Burman scholars. Mr. Fryer attributes this to the fact that the Readers, though simple enough for English boys, deal with matters quite foreign to the experience of the Burmans and of no great interest in themselves. It would be better if the boys began with books which treat of the familiar objects and occurrences of Burman life, and later were set to read English books with some rational meaning in them.

Primary education.

12. The number of aided primary schools was 557, and the number of pupils in them was 13,732. These figures include the primary departments of Middle Schools. The schools managed by missionaries were, as before, 22 in all; two of those previously registered were transferred to the vernacular list and two were closed, but four new schools were opened. Monastic schools increased from 267 to 352, and lay schools from 153 to 180. The Officiating Chief Commissioner notes with satisfaction that 57 pupils from indigenous schools, of whom five were girls, passed the Fourth Standard. In the lower standards also the increase in passes is very marked; but as the Fourth Standard examination is by written papers, its results are particularly noteworthy as a guide to the condition of schools. The Officiating Chief Commissioner concurs in the policy adopted by the Director of insisting on the levy of school fees by lay managers. The people will of course take time to get used to the system, but it is the only way of raising the status of lay teachers and placing them on an independent footing. The superiority of the lay schools in the art of teaching is strikingly shown by the fact that 296 of them earned Rs. 9,329 in results grants, while 2,614 monastic schools earned Rs. 8,091. The number of certificated assistant teachers

at work in lay schools increased from 20 to 21 and in monastic schools from 5 to 20. Several schools are also waiting for teachers. As the future of primary education is practically in the hands of these young teachers, the Officiating Chief Commissioner believes that he need not impress on the Director the great importance of testing them sufficiently in the Teachers' Certificate examinations. Mr. Fryer is glad to see that five Upper Burmans were sent to the Moulmein Normal School during the year. Mr. Fryer had recently to reconsider the question of placing certificated assistant teachers in *kyaungs*. Undoubtedly a party in Mandalay is opposed to any secular teaching in the *kyaungs*, and just at present this party pushes its views with great persistence. It is not for Government to decide whether this party is right in point of doctrine. The Education Department can afford to wait, and the Officiating Chief Commissioner is glad to be assured that no pressure has been put upon individual *pôngyis* to receive certificated assistant teachers. The priesthood and the people must decide for themselves whether they will or will not use for real educational purposes, and not merely for theological instruction, the buildings which private beneficence has scattered over the country. The Education Department must stand by ready to provide teachers when asked to do so, but not forcing them on those who are wavering or reluctant.

Education in special subjects.

13. The attendance at the five Survey Schools decreased on the whole by 20, and that was also the figure by which the Yamèthin school declined. The Officiating Chief Commissioner desires the Director of Land Records to report the reason of this large decrease. A Railway Training School for teaching telegraphy and office routine has been opened in Mandalay. The Officiating Chief Commissioner would like to see more attention paid to the Kindergarten and Slöjd systems and to the training of hand and eye in general schools.

Education of girls.

14. In the report for 1890-91 the Director announced that several mission schools intended to admit girls along with boys. In fact two more mixed mission schools have been added to the list of girls' schools, but two have been removed from it, and the number of mixed Anglo-vernacular schools was increased by one only through the opening of the Railway School at Yamèthin. There was a considerable increase in the number of public schools which admitted girls; the mixed schools numbered 317 with 3,491 girls, against 245 schools with 2,583 girls in the previous year. The schools which are exclusively for girls increased from 61 with 754 pupils to 64 with 929 pupils. In the examinations for the Seventh and Eighth Standards girls obtained some conspicuous successes, but these girls were not, it may be presumed, natives of Upper Burma. In the primary standards, however, a considerable advance was made, and passes by the Fourth Standard rose from 7 to 16. The progress of girls' education, though not brilliant, was fairly satisfactory.

Education of special classes.

15. As in the previous year, there were 2 schools reserved for European girls only; a third European school was opened at Yamèthin for both boys and girls. These three schools instructed 87 pupils, and 37 more children of European descent were distributed among various mission schools. Fifty-four European pupils passed in the different standards. There is only one public school for Mahomedans, which is

in Mandalay; it contains 30 boys and 7 girls, and is reported to have worked satisfactorily. Forty-nine private schools for Mahomedans are known to the Department. The Manipuris have two public schools in Mandalay with 64 boys and one girl in attendance. The question of developing education in the Shan States is still under consideration, but the Officiating Chief Commissioner can say at once that the local Government, which does not directly administer the Shan States, has no intention of assuming responsibilities which belong to the Sawbwas. The establishment of Anglo-vernacular boarding schools for Chiefs' sons at Lashio and at the head-quarters of the Southern Shan States may be advisable for political reasons, but, if established, they must be nearly self-supporting. The American Baptist Mission School at Bhamo for Kachin boys and girls has advanced to the Fourth Standard, and 35 passes in the various standards were obtained by its pupils. A second Chinese school has been opened in Mandalay.

General remarks.

16. The work of Deputy Inspectors was moderately satisfactory. Maung Gyi in the Sagaing, Shwebo, and Ye-u districts, and Maung Môn in the Mandalay, Myingyan, and Kyauksè districts, were the most energetic. The Director should have no hesitation in pruning the travelling allowance bills of those officers who, as he reports, make unnecessary journeys in order to make money for themselves. Mr. Wells, the Inspector of the Upper Burma Circle, is very well reported on by the Director. Mr. Pope directed the operations of the Department with much energy and success.

By order of the Chief Commissioner,

F. C. GATES,

Junior Secretary.

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REPORT

ON

PUBLIC INSTRUCTION IN LOWER BURMA

For the year 1891-92.

INTRODUCTION.

DURING the year under review the new standards and rules, as laid down in the "Education Code," have been in force in all the schools of the province, Anglo-Vernacular and Indigenous. Practically this is the first year in which the new system, inaugurated in 1890, has been at work in its entirety.

2. It has brought about a great change for the better. We have now, and are gradually getting, better organization, better classification, and much more thorough work. As pointed out on a former occasion, the grants given are not less than they were under the old system; but they are given now for results produced by good work and good attendance combined, and not as formerly for attendance only, irrespective of work.

3. Inefficient schools may not like the change, and they may find they earn less. The remedy is in their own hands.

The gain to the cause of education in the province is seen not only now, but will be seen more and more each year.

4. What is now wanted is *fixity for a few years in both standards and rules*, so that schools may know where they are and what they have to work to; and *a strict watch to see that the standards and rules are strictly followed.*

I earnestly trust that no needless changes will be made, just because school-managers here and there will not work systematically up to the standard required, and think changes must be made to suit them.

It should be clearly understood that schools have to work up to the standards and rules, and that the standards and rules cannot and must not be brought down to the requirements and attainments of schools.

A school-manager finds it does not suit him to follow a rule, and he wants the rule changed to suit him. Under such circumstances we cannot expect good work, progress, or discipline.

Education in the province needs pulling up in every direction, and it must be our duty to see that the standards and rules laid down by the Government are strictly adhered to.

There should be no uncertainty or vacillation in this respect.

5. As this has been a year in which work has been done on the lines of a lately inaugurated scheme, rather than one in which new schemes have been started, the chief events of the year have in reality consisted in providing the means for working the scheme in its entirety.

(*a*) The Law class in the Rangoon College, the formation of which was proposed by me in my letter No. 1446-35A.F., dated the 29th October 1889, to the Chief Commissioner, has been opened.

(*b*) Proposals have been submitted for the opening of (i) an Engineering school for the training of Upper and Lower Subordinates in the province, and (ii) a Medical school for training Hospital Assistants.

(*c*) Drawing has been introduced as a compulsory study in the Government and Municipal schools.

(*d*) Kindergarten classes have been opened and a Kindergarten teacher provided for the Moulmein, Kemmendine, Morton Lane, and St. John's Convent Normal schools.

(*e*) A Normal school for European girls has been opened in connection with the St. John's Convent, Rangoon.

(*f*) The introduction of drilling, as laid down in Bell's Manuals, in the Government and Municipal schools.

6. The position and prospects of education in Municipalities have been greatly improved. Municipalities have nearly all of them cut their expenditure on education down to what they can really afford. Many have been obliged to reduce it to the minimum required, namely, 5 per cent., and this is spent on primary education; and secondary education, *i.e.*, the classes in the Middle and High Departments have been assisted from Provincial Funds, the basis of calculation being the cost of the teachers in these departments and one-fifth of the pay of the Headmaster. I hope that next year all the Municipal schools will be placed on this footing.

7. This arrangement gives security of tenure and a prospect of promotion to the teachers employed; it enables us to get better men for the work; it puts primary education on a sounder footing; and it allows for steady progress in education.

I should like to see the question of boarding establishments in connection with Municipal schools taken up. These are very necessary and can, under competent superintendence, be easily made self-supporting. Those in connection with the Rangoon College, the High schools at Moulmein, Bassein, and Akyab, are admirably managed and exercise a very wholesome influence over the students.

8. The question of the payment of Deputy Inspectors of Schools is still to be settled. At present a district, if its allotment towards the pay of the Deputy Inspector is Rs. 100, can have only a 3rd grade officer. It is often desirable to send to it a more experienced man, and under present arrangements we cannot do it. Again, in the interests of the public service it is often very desirable that a Deputy Inspector should be transferred, and we are met by the same difficulty.

I strongly urge that all the contributions from Municipalities and districts towards the salaries of the Deputy Inspectors be formed into a separate fund, and Deputy Inspectors be sent to districts, irrespective of their pay or the contribution towards it.

The cost to the State is not increased, and the mere apparent increase to the district should not stand in the way of a necessary reform of this kind.

The increase in one district is covered by the decrease in another, and the total cost remains the same.

9. I here give two tables showing the contributions from local sources towards education, the population, and the number of children from 5 to 14 years of age in the Municipal towns and in the districts of Lower Burma. The tables speak for themselves.

A.—*District Cess Funds.*

District.	District cess allotment for education, 1891-92.	Population.	Children between ages of 5 and 14.	
			Boys, 5—14.	Girls, 5—14.
	Rs.			
Akyab	18,180	416,305	53,300	48,483
Kyaukpyu	3,380	163,832	21,110	19,951
Sandoway	1,480	77,134	10,831	10,212
Hanthawaddy	21,900	267,039	33,838	32,030
Pegu	21,300	301,420	37,935	35,039
Tharrawaddy	15,000	347,454	48,166	44,762
Prome	8,700	360,252	45,920	44,946
Thôngwa	21,850	446,076	57,533	53,408
Bassein	19,870	475,002	63,556	59,277
Henzada	11,870	880,927	50,590	48,401
Thayetmyo	5,000	250,161	31,966	30,621
Amherst	12,420	417,312	58,420	53,203
Tavoy	4,690	94,921	12,864	12,107
Mergui	3,620	73,748	9,900	9,060
Shwegyin	7,500	198,521	26,910	24,607
Toungoo	6,890	162,132	21,505	19,648
Total ...	1,83,100	4,482,236	1,180,099	

B.—*Municipal and Town Committee Funds.*

Municipal Towns.	Municipal allotment for education, 1891-92.	Population.	Children between ages of 5 and 14.	
			Boys, 5—14.	Girls, 5—14.
	Rs.			
Akyab Town	10,000	37,938	2,280	1,974
Kyaukpyu	2,500	3,548	307	293
Ramree	3,000	3,086	294	302
Sandoway	2,300	2,531	354	275
Rangoon	50,000	180,324	13,488	11,662
Pegu	8,500	10,762	1,170	1,133
Thônzè	2,730	2,257	308	310
Zigôn	1,000	1,244	172	152
Gyobingauk	2,574	3,008	353	325
Letpadan	2,000	2,151	165	159
Prome	12,000	30,022	3,089	2,919
Shwedaung	5,740	12,424	1,452	1,443
Paungdè	5,700	10,233	1,382	1,331
Yandoon	9,200	20,235	2,058	1,903
Pantanaw	4,454	6,030	679	684
Ma-ubin	2,492	5,327	459	403
Danubyu	5,454	4,751	512	498
Bassein	24,500	30,177	2,865	2,528
Lemyethna	2,507	5,614	723	676
Henzada	19,500	19,762	2,103	2,033
Myanaung	4,000	5,489	599	631
Kyangin	4 300	8,116	1,028	972
Thayetmyo	2,800	17,101	1,667	1,501
Allanmyo	5,600	9,012	1,271	1,104
Tavoy	9,000	15,099	2,106	2,007
Mergui	7,300	10,137	1,197	1,158
Shwegyin	7,500	8,754	1,105	1,098
Toungoo	8,550	19,232	2,320	1,950
Total ...	2,25,201	484,364	86,936	

10. The "Teachers' Associations" in Rangoon and in Moulmein, referred to in last year's report, have been successful, and I hope that each year they will be more so.

(*a*) In Rangoon the Rangoon College, the Baptist Mission College, St. Paul's High school, the Diocesan High school, St. John's Convent, American Baptist Mission Sgau-Karen school, Methodist Episcopal Girls' school, American Baptist Mission school, Kemmendine, Municipal Girls' school, St. Phillip's school, American Baptist Mission school, Dalhousie street, St. Mary's school (L. A.), Lutheran Mission school, and Cantonment Anglo-Vernacular school have joined.

The following is the list of papers and lectures :—

"On Discipline," by Mr. Browne, Diocesan High school.
"A Model Reading Lesson," by Mrs. Bailey, American Baptist Mission school, Dalhousie street.
"Training Colleges," by Mr. Knight, Rangoon Collegiate school.
"Examinations," by Mr. Rose, Principal, Rangoon College.
"Primary School Teaching and Kindergarten," by the Director of Public Instruction.
"A Model Reading Lesson," by Miss Rawlings, Methodist Episcopal school.
"Tonic Sol-fa Teaching," by Mr. Sherriff.
"Burmese Superstitions," by Mr. Finlay, Rangoon Collegiate school.
"The Kindergarten System," by Dr. Alice B. Stockham.

(*b*) In Moulmein all the schools in the town have joined and the following is the list of papers and lectures :—

"Preparation of Daily School Work," by Rev. J. Fairclough.
"How to teach Arithmetic," by Maung Tun, 2nd Master, Normal school.
"How to teach Reading," illustrated by a lesson given to a class by Miss Whitehead, Morton Lane Normal school.

The need is still felt everywhere in the province for better teachers. I hope, under the new system of teachers' tests which have been introduced, we shall by degrees get them.

11. The introduction of drilling, as laid down in Bell's Manuals, has done much good in Government and Municipal schools. Aided schools are rapidly introducing it as well. The effect on the behaviour and bearing of the pupils, and on the discipline and order in the schools, has been very striking. Even girls' schools are finding it to their advantage to introduce it.

SECTION I.

General and Statistical Summary.

12. The following is a comparative statement of all the statistics of educational institutions of all kinds in Lower Burma :—

Name of institution.	1890-91.		1891-92		1891-92.
	Schools.	Pupils.	Schools.	Pupils	Average number of pupils.
Public Institutions—					
University Colleges	1	25	1	44	44
High English schools...	9	2,820	11	3,398	309
Middle English schools	34	3,793	35	3,629	103
Middle Vernacular schools	17	1,188	22	1,579	72
Primary	2,735	72,620	2,625	77,543	30
Special	20	568	18	456	25
Female	63	3,416	70	3,730	53
Total Public Institutions ...	2,879	84,430	2,782	90,379	...
Private Institutions—					
Advanced teaching	...	...	...	...	...
Pali		...	...		...
Arabic or Persian	.	..	...		...
Sanskrit		...	...	...	...
Elementary teaching or Vernacular only or mainly ...	2,722	28,843	3,149	39,498	12
Other schools not conforming to departmental standards, for religious instruction only.	166	2,024	217	2,811	12
Total Private Institutions ...	2,888	30,867	3,366	42,309	...
Grand Total ...	5,767	115,297	6,148	132,688	...

13. The college attendance has increased by 19 students. By raising the grade of the Diocesan schools, Rangoon, the Municipal school, Prome, and the American Baptist Mission Sgau-Karen school, Bassein, the number of High schools becomes 11, with a corresponding increase of pupils.

14. Middle English schools show an actual increase nevertheless of one. St. John's school, Akyab, the American Baptist Mission Karen school at Moulmein, and the American Baptist Mission school at Prome, were registered as 7th standard schools, and the Mergui Municipal school, which was registered as a High school, was made a 7th standard one. Ramree has been opened again, but as a 4th standard school, and the schools at Lemyethna, Pantanaw, and Myanaung have been registered to the 7th standard.

The American Baptist Mission English school at Toungoo has ceased to exist, and the Anglo-Vernacular Mixed Methodist school, Rangoon, has been reduced to the Primary grade.

15. The number of pupils in the Anglo-Vernacular Middle schools has decreased by 164, because the schools that have been raised to the High school grade are large ones, and have taken away a larger number of pupils from the Middle school list than have been replaced.

16. Vernacular Middle schools have increased by 5 and the pupils by 391.

There will be further fluctuations under this head. Several of these schools pass no pupils by the 7th standard, and it will be necessary to strike them off the grade. The fitness of several of the Vernacular Middle schools for their grade is very doubtful.

Vernacular education beyond the Primary stage is not somehow much sought after, especially in the neighbourhood of towns, whither the boys go, after passing the 4th standard, to learn English.

17. Primary schools show a decrease of 110 schools, but an increase of 4,923 pupils. The loss in schools is chiefly due to the large number of elementary Vernacular schools that we have had to transfer to the unrecognized grade.

There has, however, been no retrogression, educationally. These schools outside the grade will by degrees work up and get in.

18. The special schools are two less owing to the abolition of two Survey schools.

19. Under female education the figures show an advance. Schools solely for girls have increased by 7 and the pupils by 314. This is a decided improvement on last year.

20. The following is the classification of schools according to their management:—

Class of school.	1890-91.		1891-92.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
UNDER PUBLIC MANAGEMENT—					
Maintained by the Department	21	1,503	21	1,421	
Maintained by Municipal Boards ...	25	2,150	21	1,997	
UNDER PRIVATE MANAGEMENT—					
Aided by Grant-in-Aid Rules of 1890 ...	52	5,942	59	6,653	
Aided under the Rules for Indigenous Schools.	940	36,190	1,079	43,318	
Unaided	1,841	38,645	1,602	36,990	
Total ...	2,879	84,430	2,782	90,879	
Private Institution of indigenous instruction ...	2,888	30,867	3,366	42,309	
GRAND TOTAL ...	5,767	115,297	6,148	132,688	

21. (*a*) Schools maintained by the Education Department are the same as last year. The Sandoway Survey school was abolished during the year, but its place as a Government school has been taken by the Toungoo Survey school, which up to last year was a Municipal one. Among the 21 schools shown as maintained by Government are 11 Survey schools and the Insein Mechanical Engineering school.

(*b*) Of the 25 schools maintained by Municipal Boards in 1890-91, three have been closed, namely:—

Municipal Girls' school, Shwedaung,
Municipal Boys' school, Kawkareik,
Survey school, Mergui,

and one has been transferred, as above stated, from Municipal to Government management under the Director of Land Records.

(*c*) Grant-in-aid schools have increased by 7 and have 711 more pupils. The new schools are:—

Moulmein, American Baptist Mission Tamil; Toungoo, American Baptist Mission Paku Karen; Ma-ubin, Anglo-Vernacular; Insein, Railway Anglo-Tamil; St. John's, Akyab; St. Anne's Convent, Akyab, and the Bishop's Home, Rangoon.

(*d*) Vernacular schools aided under the Indigenous School Rules have increased by 139 and the pupils in them by 7,128.

22. The following statement gives the classification of the pupils according to the stages of instruction they are in :—

Standard of education.	Number of schools.	Number of pupils.	High stage.			Middle stage.			Upper Primary stage.			Lower Primary stage. Reading printed books.			Lower Primary stage. Not reading printed books.			Total.		
			Boys.	Girls.	Total.	Boys.	Girls	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total
High English ...	15	3,945	201	18	219	1,047	158	1,205	1,173	145	1,318	1,001	202	1,203	...	...	...	3,422	523	3,945
Middle English ...	44	4,199	...	...	...	767	80	847	1,146	186	1,332	1,024	396	2,020	...	...	.	3,537	662	4,199
Middle Vernacular	29	2,129	...	...	...	159	119	278	385	126	511	957	383	1,340	...	...	...	1,501	628	2,129
Primary ...	2,675	79,606	...	...	...	215	13	228	2,697	538	3,235	64,307	11,836	76,143	...	...	..	67,219	12,387	79,606
Total ...	2,763	89,879	201	18	219	2,188	370	2,558	5,401	995	6,396	67,889	12,817	80,706	...	...	...	75,679	14,200	89,879

23. The following statement summarises the foregoing figures and gives those of the previous year for comparison :—

Stage.	Number of pupils. 1890-91.	Number of pupils. 1891-92.	Increase.	Decrease.
High	220	219	...	1
Middle	2,193	2,558	365	...
Upper Primary	5,806	6,396	590	...
Lower Primary reading printed books ...	46,986	80,706	33,720	...
Lower Primary not reading printed books ..	28,682	...	...	28,682
Total ...	83,837	89,879	6,042	...

24. (*a*) The pupils in the high stage are one less. This is due to the small number of passes last year by the 7th standard. I would like to see larger numbers, and we shall have them by degrees. It is no benefit to higher education to let into the 8th standard a large number of ill-prepared students, whose work in the 8th and 9th standards will be a sorrow to themselves and their teachers, and will land them in ultimate failure at the Entrance examination.

(*b*) The increase in the number of those in the Lower Primary stage who use printed books and the decrease in those who do not, is a very healthy sign.

It is due entirely to the fixing of definite standards in the Lower Primary stage, *i.e.*, I and II.

(*c*) In the middle stage the increase is not large, but I had rather see it small and the promotion to this stage well-earned. Rottenness in the lower stages will only tell unfavourably on the higher.

25. The number of pupils in all classes of institutions aided and unaided is shown in the following statement for each district in the province.

Division.	District.	In Public Institutions.										In Private Institutions.						Grand Total.	
		College.		Secondary schools.		Primary schools.		Special schools.		Total.		Advanced.		Elementary.		Total.			
		1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
Arakan	Akyab	...	...	342	476	3,203	2,454	67	64	3,612	2,994	..	...	2,772	5,054	2,772	5,054	6,384	8,048
	Kyaukpyu	...	...	118	96	157	356	25	19	300	471	...	...	1,309	963	1,309	963	1,609	1,434
	Sandoway	...	...	72	153	391	545	11	...	474	698	...	...	560	393	560	393	1,034	1,091
	Arakan Hill Tracts	...	..	...	...	15	17	...	...	15	17	...	...	...	...	..	.	15	17
Pegu	Rangoon	...	..	3,658	3,952	3,021	4,083	65	74	6,769	8,153	...	...	1,262	1,939	1,262	1,939	8,031	10,092
	Hanthawaddy	...	...	56	...	5,805	7,017	77	73	5,938	7,090	...	...	2,950	2,715	2,950	2,715	8,888	9,805
	Pegu	...	...	139	98	5,999	6,609	47	28	6,185	6,735	...	...	2,555	4,461	2,555	4,461	8,740	11,196
	Tharrawaddy	...	...	87	59	4,983	6,118	26	21	5,096	6,198	...	..	550	484	550	484	5,646	6,682
	Prome	...	...	523	365	6,847	8,068	36	27	7,406	8,460	...	...	1,445	1,636	1,445	1,636	8,851	10,096
Irrawaddy	Thôngwa	...	...	164	453	8,461	10,826	19	24	8,644	11,303	...	.	1,416	2,152	1,416	2,152	10,060	13,455
	Bassein	...	...	804	783	8,052	7,823	84	45	8,940	8,651	...	...	2,079	2,169	2,079	2,169	11,019	10,820
	Henzada	...	...	371	442	5,425	4,414	24	23	5,820	4,879	...	...	892	3,873	892	3,873	6,712	8,752
	Thayetmyo	...	...	193	172	5,910	7,848	...	...	6,103	8,020	...	...	634	500	634	500	6,737	8,520
Tenasserim	Moulmein	...	...	1,271	1,434	1,466	1,461	53	46	2,790	2,941	...	...	883	1,182	883	1,182	3,673	4,123
	Amherst	...	...	69	50	2,741	3,176	...	...	2,810	3,226	...	...	5,609	4,719	5,609	4,719	8,419	7,945
	Shwegyin	...	...	310	391	5,904	2,579	...	...	6,214	2,970	...	...	649	4,518	649	4,518	6,863	7,488
	Toungoo	...	...	561	945	4,893	4,315	23	12	5,477	5,272	...	...	1,243	1,403	1,243	1,403	6,720	6,675
	Tavoy	...	...	219	297	951	1,063	...	...	1,170	1,360	...	...	2,602	3,019	2,602	3,019	3,772	4,379
	Mergui	...	...	117	107	481	793	11	...	609	900	...	...	1,376	1,069	1,376	1,069	1,985	1,969
	Salween	...	...	..	...	58	41	...	...	58	41	...	...	81	60	81	60	139	101
	Total	25	44	9,074	10,273	74,763	79,606	568	456	84,430	90,379	...	...	30,867	42,309	30,867	42,309	115,297	132,688

26. The following table gives a comparative statement of the expenditure for the last two years. The statement shows not only the public expenditure, but that from private sources, such as tuition fees and contributions to all public schools; it also includes charges for school-buildings :—

Head of expenditure.	1890-91.		1891-92.	
	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	...	..	...	..
Collegiate	36,953	38,393	40,291	42,781
Secondary	1,36,869	2,97,602	1,44,538	3,36,181
Primary	1,59,758	1,77,068	1,64,100	1,80,779
Female	87,307	90,076	83,623	98,322
Special	33,363	44,321	32,266	46,842
Scholarships	22,412	22,412	20,910	20,910
Buildings	45,653	76,509	48,523	79,818
Furniture and apparatus	772	4,770	1,514	7,880
Miscellaneous	62,388	64,888	64,008	69,678
Superintendence	1,02,159	1,02,159	1,04,376	1,04,376
Total ...	6,87,634	9,18,198	6,54,149	9,87,567

The net Government expenditure shows an increase of Rs. 16,515 made up as follows:—

(*a*) The Educational Syndicate expenditure for Collegiate instruction has increased by Rs. 3,338, due chiefly to salaries of the professorial staff entertained to take the places of Dr. Forchhammer, Dr. Romanis, and Mr. Wells.

(*b*) Secondary education shows an increase of Rs. 7,669, Primary of Rs. 4,342, while Special shows a decrease of Rs. 1,097. The increase under the first two heads is mainly due to larger grants having been earned by schools of these grades, consequent on the introduction of the new standards.

(*c*) Scholarships show a further decrease during the year of Rs. 1,502, due as last year to the abolition of Lower Primary scholarships, and also, during the year under report, of Upper Primary scholarships.

(*d*) Expenditure on buildings shows an increase of Rs. 2,870 over last year's figures. This is accounted for by the construction of a new school-house at Shwegyin. The expenditure on "Furniture and Apparatus," "Miscellaneous," and "Superintendence" also shows slight increase over last year's figures, but calls for no special remarks.

(*e*) It is encouraging to find that the fee receipts in all classes of institutions show another substantial increase of Rs. 28,207 over last year's income from the same source. Aided Secondary and Primary schools show a total of fee receipts amounting to Rs. 95,373, or an increase of Rs. 23,005 over last year's figures.

Government and Municipal schools also show an advancement in their fee receipts of Rs. 5,142 over the figures of 1890-91.

SECTION II.

CONTROLLING AGENCIES.

27. Mr. Goss acted as Inspector of Schools, Eastern Circle, until the 9th February, when Mr. Hodson resumed charge from him on his return from furlough. On the 23rd March Mr. Goss was granted 3½ months' privilege leave, and Mr. Hodson was placed in charge of both circles of inspection.

Mr. Moss, Acting Inspector of Schools, Western Circle, was recalled to his substantive appointment in India, and left this on the 2nd February 1892. During the interval between the 2nd and 9th February Mr. Goss had charge of both circles.

28. The statement showing the distribution of the Inspectors' time is here given :—

Name of officer.	Days in charge.		Days spent on general work at headquarters.	Days spent on tours of inspection.	Days spent on inspection at headquarters.	Number of inspections made.
	Eastern Circle.	Western Circle.				
Mr. Hodson	51*	...	20	80	1	82
Mr. Goss	315†	43	99	238	21	179
Mr. Moss	...	307	118	170	19	117

* Including 8 days in charge of both circles. † Including 7 days in charge of both circles.

29. A scheme has been submitted by me for an increase in the number of Inspectors of Schools and a re-distribution of the work between Upper and Lower Burma.

I am anxiously awaiting the decision of Her Majesty's Secretary of State for India. Two Inspectors in Lower Burma and one in Upper cannot inspect as they ought; the extensive area, the large number of schools, and the necessity for careful, minute, and systematic work make it impossible.

As I have pointed out on other occasions, the time of Inspectors is taken up with the work at the headquarters of the several districts, and the districts themselves are not inspected anything like what they should be, if Primary education is to spread and improve.

30. I was sorry to lose the services of Mr. Moss. He was a good officer and had got to know his work.

Mr. Goss did good work during the year. His experience stood him in good stead whenever he was left in sole charge of the two circles.

Mr. Hodson has since his return from furlough made a careful inspection of the Indigenous schools in Rangoon, and made some valuable suggestions in connection with them. These schools need more constant and systematic inspection by the Inspectors of Schools, and should not be left entirely to the Deputy Inspector.

31. All the circles of inspection, except the Karen, remain unchanged, and amongst the Deputy Inspectors of Schools few transfers have been made.

A Sub-Inspector has been appointed for Mergui and for Sandoway.

Instead of three Karen circles of inspection, there are now four. Pegu division forms a complete inspection charge without Thôngwa; Bassein district forms a complete charge without Henzada; Thôngwa and Henzada added to Thayetmyo form a new circle; Tenasserim and Toungoo remain unaltered. It will be necessary to appoint a Sub-Inspector of Schools for each of these circles; the work is more than one man can do. The newly appointed Karen Deputy Inspector Maung Shwe Ni has begun well at Bassein.

Maung Po Kya, Deputy Inspector, Moulmein Town, who was degraded last year, is now under suspension for persistent negligence.

I should like to see better work from Maung Nga Me Gri, Kyaukpyu, and Maung Pa, Thôngwa (Karen).

The annual reports prepared by the Deputy Inspectors are, Mr. Hodson reports, the best he has read since he has been in Burma.

Maung Po Maung, Prome; Maung Tu, B.A., Shwegyin; Ainuddin, Akyab; Maung Lu, Pegu (Karen); Maung Shwe Ni, Bassein (Karen), and Maung Phru, Tharrawaddy, deserve special mention for their work.

32. The following table shows the work of the Deputy and Sub-Inspectors of Schools :—

Name.	Circle	Days in charge.	Days spent		Days on inspection		Visits made		
			At head-quarters.	In district.	At headquarters.	In district.	At headquarters.	In district.	Total inspections.
Deputy Inspector of Schools.									
Maung Po Win ...	Rangoon Town	154	154	...	73	..	115	...	115
Maung Tun Hla (II) ...	Do.	62*	62		30	...	35	...	35
Maung San Ye	Do.	150†	150	.	114	..	227	...	227
Maung Bwa	Hanthawaddy	366	93	273	5	273	.	640	640
Maung Po Maung	Prome	366	188	178	62	150	137	659	796
Maung Pru	Tharrawaddy	366	157	209	2	177	2	367	369
Maung San Ye	Pegu	216†	87	129	39	116	36	358	364
Maung Tun Hla (II) ...	Do.	150	48	102	27	77	33	271	304
Maung Tu	Shwegyin	366	199	167	53	129	86	361	447
Maung Pa Ha	Toungoo	366	199	167	66	167	57	341	398
Maung Shwe Hmon ...	Amherst district	264†	97	167	9	151	...	269	269
Maung Po Kya	Do. and Moulmein Town.	92	74	18	59	17	107	149	256
		Returns incomplete and unsatisfactory.							
Maung Weik	Moulmein Town	51	51	.	36	..	81	...	81
Maung Tun On	Tavoy and Mergui	366	193	173	71	137	176	360	536
Ainuddin ...	Akyab ...	366	193	173	19	139	57	677	734
Maung Nga Me Gri ...	Kyaukpyu and Sandoway ...	366	106	260	8	145	16	293	309
Maung Po Nwe	Bassein	366	188	178	43	165	71	349	420
Maung Tun Hla (I) ...	Henzada	306†	150	156	52	185	92	401	493
Maung Po Kyin	Do.	60	17	43	4	25	13	115	128
Maung Po Tu	Thôngwa	366	137	229	7	154	12	640	652
Maung Paw Din	Thayetmyo... . .	366‡	189	170	51	146	59	551	650
Maung Lu	Pegu division	366	68	298	14	219	...	275	275
Maung Nyan Kyai ...	Tenasserim division ..	366	67	299	2	205	11	306	317
Maung Shwe Ne	Bassein	366	94	272	13	245	13	328	311
Maung Pa	Thôngwa, Henzada, and Thayetmyo.	366	78	288	23	248	36	214	250
Sub-Inspectors of Schools.									
Maung Po Gywe ...	Mergui	321	166	155	94	95	136	180	316
Maung Than	Sandoway	Owing to illness did not join his appointment and no substitute was appointed.							

* Was acting in Upper Burma. | † Was on leave. | ‡ Was on Casual leave 13 days.

Judging from the above table, the Deputy Inspectors have been out in their districts ; but I fear many of them are beginning to keep to beaten tracks and to follow the railway lines and rivers. They need to go more into places *where there are no schools*, and see what they can do towards extending Primary education.

SECTION III.

University Education.

33. The Rangoon College is the only college in the province. The St. John's College (S. P. G.) and the Baptist Mission College have not been affiliated to the Calcutta University.

34. The Principal has submitted the following report :—

"The following statement compares the average number of students of the College and the Collegiate school on the rolls and the average attendance during the past two years :—

Department.	Average number on the rolls.		Average daily attendance.	
	1890-91.	1891-92.	1890-91.	1891-92.
College	24	44	19	42·
High school	79	69	57	54·2
Middle school	200	244	147	194·3
Primary school	411	383	331	316·3
Total ...	714	740	554	606·8

"The institution shows on the whole a considerable increase both in the average number on the rolls and the average daily attendance during the year.

"The year closed with 44 on the rolls of the College department, 70 on the rolls of the High school, 279 on the rolls of the Middle school, and 338 on those of the Primary school, making in all a total of 731 students in the whole institution.

"There has been a substantial increase in the College and Middle departments: the first owing chiefly to the increase of passes in the Calcutta Entrance examination of the preceding year, and the second due to a great extent to the large number of pupils sent up from the Primary school both in December 1890 and December 1891.

"On the other hand, the High school and Primary school show somewhat decreased numbers, the first owing to a succession of failures throughout the province in the Middle school examination combined with the opening of several new High schools; the second partly on account of the drain caused by the large number of passes in the 4th standard, and partly because the ease with which boys can pass the first two standards tempts parents to send their children for one or two years to cheaper schools, thus; while all the standards from the 3rd to the 6th have increased considerably during the year, there has been a notable falling off in the 1st and 2nd standard classes.

"The College presented this year 4 students for the B. A. examination, this being the largest number as yet sent up from this department; of these all passed.

"For the F. A. examination 14 candidates were presented, of whom 11 passed. From the High school 33 were presented for the Matriculation examination, of whom 14 passed.

"Seventy-two Anglo-Vernacular candidates were presented for the 7th standard examination; of these 34 were successful. The only three scholarships awarded fell to boys from this school.

"The Primary school was examined during the year in accordance with the standard rules. The results were:—

—	I Standard.	II Standard.	III Standard.	IV Standard.
Number presented	65	93	88	97
Number passed	58	92	84	95

"The average age of the pupils in the College is 18, in the High school 16½, in the Middle school 14½, and in the Primary school 11½.

"The following table gives statistics as to the race and the religion of the students in the Rangoon College and associated schools on the 31st March 1892:—

Race.	No.	Religion.	No.
Europeans and Eurasians	48		
Burmans	521	Christians	79
Chinese	95	Buddhists	596
Natives of India	60	Hindus	24
Karens	6	Mahomedans	30
Jews	1	Zoroastrians	2
Total ...	731	Total ...	731

"The following are the chief changes which have taken place in the teaching staff of the College and its departments:—Mr. Stanley Shaw, L.LD., took over charge of the post of English Lecturer; Maung Kyi O, B.A., resigned his post of 2nd Assistant to the Science Lecturer, and Maung Aung Thein was appointed to fill the vacancy.

"The staff of the High school remained unaltered.

"In the Middle school Mr. Laycock, the Headmaster, left on sick leave for one year and Mr. O. White was appointed to officiate in his place, Mr. R. Evers receiving the temporary appointment of 7th Master. The increasing numbers in this department rendered it necessary for the Educational Syndicate to increase the staff; in consequence Mr. J. Reynaud, on a salary of Rs. 125 to Rs. 150 per mensem, was added to the establishment.

"In the Primary school Maung Hpay, 6th Assistant Master, resigned his post, which was filled by the promotion of Maung Tha Yah, 7th Master. Mr. Sartorius was chosen to fill the vacancy so caused.

"In the College and High school the curriculum was that prescribed by the Calcutta University. In the Middle and Primary schools the work was based upon the seven provincial standards.

"The number of boarders on the books on the 31st March 1892 was 127.

"The total expenditure during the year amounted to Rs. 10,171-14-8 and the receipts to Rs. 10,470-8-0. There was thus a saving of Rs. 298-9-4 during the year in the boarding department.

"This department has been most successfully managed during the year by Mr. O. White. The accommodation is at present considerably below the demand.

"The College Volunteer Cadet Corps continues under the command of Captain W. J. Redmond, Mr. W. Leonard and Mr. C Niccolini being the Lieutenants of the company.

"The total strength on the 31st March 1892 was 62, distributed as follows :—

	Officers.	Non-Commissioned Officers.	Privates.	Total.
Rangoon College	2	5	21	28
St. Paul's High school	1	5	28	34

"There were 59 who made themselves efficient during the year.

"In athletics the College was very successful during the year.

"The football and cricket teams played numerous matches, and in the Inter-school Athletic Meeting this school carried off the senior challenge shield and tied for the junior.

"We still feel, however, very much the want of a proper playing field and of a gymnasium."

35. The last two years' results of the F.A. and B.A. examinations are shown in the following tables :—

F.A. Examination.

1890-91.			1891-92.		
Number of candidates.	Number passed.	Percentage.	Number of candidates.	Number passed.	Percentage.
8	5	62 5	14	11	78·6

B. A. Examination.

1890-91.			1891-92.		
Number of candidates.	Number passed.	Percentage.	Number of candidates.	Number passed.	Percentage.
1	1	100	4	4	100

It would be well if the Principal, in next year's report, were to show the number of students in each class and the number sent up for each examination—7th standard, Entrance, and F.A. and B.A. This would give a better idea of the work done.

I notice that of the students who pass the Entrance and F.A. examinations, very few, if any, continue their studies unless they get scholarships. The Government is spending a large sum each year on the College, both as ordinary expenditure and as bonuses for passing students with little or no return in the shape of fees.

I do not consider the fees paid by scholarship-holders as income. Eight out of eight students in the B A. class and 32 out of 35 in the F.A. classes held scholarships paid by Government.

I trust that in time with larger passes in the 7th standard, with the better arrangements for 8th and 9th standard work, and with the necessity there is for candidates for employment to pass the Entrance examination, that the Entrance classes will be fuller; but I see no immediate prospect of the College proper (*i.e.*, the F.A. and B.A. classes) being larger.

The Middle department of the Collegiate school might, I think, have done better in the 7th standard examination, considering the staff it has; 34 passes out of 72 is not as good a result as might be expected.

I am not surprised to see a falling off in Standards I and II. These standards were purposely made easy in both Vernacular and Anglo-Vernacular schools to encourage small schools all over the province.

Mr. Rose and his colleagues in every department have done thoroughly good work, and the College and Collegiate school have maintained their high position.

36. As I stated in last year's report, I trust that when the period for which the Rangoon College has been handed over to the Educational Syndicate to manage comes to an end, the College proper (*i.e.*, the B.A., F.A. and Law classes) will be separated from the "Collegiate school" (*i.e.*, Standards I—IX inclusive). The latter should be placed under a competent Headmaster, and with a grant-in-aid be made self-supporting under the management of the Educational Syndicate, or any other body the Government may appoint; while the College, which is at present, and will be for a very long time to come, supported entirely by the Government, should be made a Government institution.

SECTION IV.

Secondary Education, Upper and Lower, Standards V—IX (inclusive).

37. The following statement shows the classification of the Anglo-Vernacular and Vernacular Indigenous Boys' schools in which secondary instruction is given, and the number of the pupils in attendance, during the last two years:—

Classification of schools.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
High English—				
Maintained by the Department	2	947	2	907
Maintained by Municipal Boards	3	503	3	652
Aided under the Grant-in-aid Rules of 1891 ...	4	1,370	6	1,839
Unaided	...	...	...	...
Total ...	9	2,820	11	3,398
Middle English—				
Maintained by the Department	...	...	...	...
Maintained by Municipal Boards	12	1,176	14	1,125
Aided under the Grant-in-aid Rules of 1890 ...	22	2,617	21	2,504
Unaided	...	...	...	...
Total ...	34	3,793	35	3,629
Middle Vernacular—				
Maintained by the Department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-aid Rules of 1890 ...	..	...	...	...
Aided under the Rules for Indigenous Schools ...	17	1,188	22	1,579
Unaided	...	...	...	...
Total ...	17	1,188	22	1,579
Grand Total ...	60	7,801	68	8,606

The total number of institutions has increased by 8.

The number of High schools has been increased by 2 owing to the raising of the grade of the Diocesan schools, Rangoon, and the Municipal school, Prome.

Middle English schools have increased by 1, but show a decrease in pupils of 164.

The schools that were raised to High school grade took away more pupils than the schools raised to Middle grade brought in. But when it is taken into consideration that last year's report showed a decrease of 762 pupils, it will be seen that in reality the Middle schools show a larger attendance this year.

Under the new classification, the Vernacular Middle schools have increased by 5 and the pupils by 391. Care has been taken not to admit Indigenous schools to the Middle school stage, which might, in consequence of the raising of grade, do injury to the Primary education they give in Standards I—IV.

38. The following are the results of the Calcutta University Entrance and the Provincial 7th standard examinations for the year under report and for 1890-91 :—

Class of institution.	1890-91.			1891-92.		
	Entrance, 9th standard.	Middle, 7th standard.	Total.	Entrance, 9th standard.	Middle, 7th standard.	Total.
From public schools under public management ...	27	104	131	21	140	161
From public schools under private management aided under the Grant-in-aid Rules of 1890.	19	62	81	5	143	148
From public schools under private management and aided under the Indigenous School Rules.	...	5	5	...	35	35
Total ...	46	171	217	26	318	344

39. The following comparative statement shows the schools which succeeded in passing candidates for the Calcutta University Entrance examination during the last two years :—

Name of school.	1890-91.				1891-92.			
	Division.				*Division.*			
	First.	Second.	Third.	Total	First.	Second.	Third.	Total.
Rangoon College	1	12	8	21	3	8	3	14
Akyab High school	...	...	...	...	...	3	1	4
Moulmein High school	2	1	2	5	1	1	...	2
Bassein High school	...	1	...	1	...	...	1	1
St. Paul's Institution, Rangoon	...	1	1	2	...	4	...	4
St. John's College, S.P.G., Rangoon ...	...	2	1	3	...	...	1	1
Baptist College, Rangoon	...	1	1	2	...	...	...	...
St. John's Convent, Rangoon	...	3	3	6	...	...	...	...
St. John's Convent, Moulmein	1	1	3	5	...	...	...	...
St. Patrick's school	...	1	...	1	...	...	...	...
Total ...	4	23	19	46	4	16	6	26

40. The following table gives a list of Secondary schools from which pupils passed the Entrance and the 7th standard examinations during 1890-91 and 1891-92 :—

Division.	District.	Name of school.	1890-91. Entrance, 9th standard.	1890-91. Middle, 7th standard.	1890-91. Total.	1891-92. Entrance, 9th standard.	1891-92. Middle, 7th standard.	1891-92. Total.
		Municipal Schools.						
Arakan.	Akyab ...	Municipal High school	...	12	12	4	12	16
	Kyaukpyu ...	Municipal Middle school ...	...	3	3	...	4	4
		Municipal school, Ramree ...	...	2	2	...	...	...
	Sandoway ...	Municipal school	...	1	1	...	4	4
Pegu.	Rangoon ...	Collegiate school	21	25	46	14	44	58
	Pegu ...	Municipal school	...	1	1	..	2	2
	Prome ...	Municipal school, Paungdè ...	...	4	4	...	4	4
		Municipal school, Shwedaung ...	...	1	1	...	2	2
		Municipal High school, Prome ...	...	12	12	...	15	15
Irrawaddy.	Thôngwa ...	Municipal school, Yandoon ...	...	...	...	...	4	4
	Bassein ...	Municipal High school ...	1	11	12	1	9	10
	Henzada ...	Municipal school, Henzada ...	...	3	3	...	...	...
		Municipal school, Myanaung ...	...	2	2	...	5	5
		Municipal school, Kyangin ...	...	...	...	...	1	1
Tenasserim.	Moulmein ...	Government High school ...	5	14	19	2	22	24
		Government Normal school ..	...	...	...	...	...	...
	Shwegyin ...	Municipal school	...	4	4	...	5	5
	Tavoy ...	Municipal school	...	1	1	...	2	2
	Mergui ...	Municipal school	...	6	6	...	4	4
	Amherst ...	Municipal school, Thatôn ...	...	...	...	...	1	1
		Total ...	27	102	129	21	140	161
		Grant-in-aid Schools.						
Arakan.	Akyab ...	St. Anne's Convent Girls' school ..	...	1	1	...	...	...
		St. John's school, Akyab ...	...	...	...	...	7	7
		St. John's College, S.P.G. ...	8	10	18	1	23	24
Pegu.	Rangoon ...	St. John's Convent High school ...	6	7	13	...	14	14
		St. Paul's High school ...	2	8	10	4	13	17
		Episcopal Methodist Girls' school ...	...	2	2	...	3	3
		St. Anthony's school	...	1	1	...	7	7
		Diocesan Girls' school	...	...	...	...	2	2
		Baptist College (Alôn)	2	3	5	...	6	6
		Diocesan Boys' school	...	...	...	...	4	4
		Lutheran Mission school ...	...	...	...	...	...	...
		Sgau-Karen High school ...	...	...	...	...	5	5
		Cantonment Anglo-Vernacular school	...	...	...	...	...	...
		St. Barnabas' S.P.G.	...	2	2	...	3	3
Irrawaddy.	Thôngwa ...	A. B. M. school, Ma-ubin ...	...	...	...	...	1	1
	Bassein ...	A. B. M. Karen Institution ...	...	92	2	...	...	...
		St. Peter's Institution	...	...	...	...	...	...
		A. B. M. Pwo-Karen school ...	...	1	1	...	1	1
		A. B. M. Sgau-Karen school ...	...	...	...	...	2	2
	Henzada ...	A. B. M. Burmese school, Henzada...	...	...	...	...	1	1
		A. B. M. Karen school	...	...	...	...	2	2
	Thayetmyo ...	St. Andrews' S.P.G.	...	5	5	...	6	6
Tenasserim.	Moulmein ...	St. Joseph's Convent High school ...	5	2	7	...	...	...
		St. Patrick's school	1	5	6	...	13	13
		St. Augustine's school	...	3	3	...	9	9
		A. B. M Boys' school	...	1	1	...	2	2
		Cantonment school	...	1	1	...	1	1
		Eurasian Home for Girls ...	...	1	1	...	7	7
		St. Matthew's school	..	1	1	...	2	2
		A. B. M. Karen Normal ...	...	...	...	...	1	1
	Toungoo ...	St. Luke's S.P.G. school ...	...	1	1	...	4	4
		R. C. M. Anglo-Vernacular Boys' school	...	1	1	...	4	4
	Tavoy ...	A. B. M. Karen school	...	...	...	...	...	...
		Total ...	19	58	77	5	143	148
		Indigenous Schools.						
	Akyab ...	U Gunamezu's Monastic, Kaunglaing	...	1	1	...	2	2
		Hla Saw Byu's Lay school, Akyab ...	...	...	...	...	2	2
		Minsaya school, Akyab	...	...	...	...	2	2
		Carried over ...	...	1	1	...	6	6

Division.	District.	Name of school.	1890-91. Entrance, 9th standard.	1890-91. Middle, 7th standard.	1890-91. Total.	1891-92. Entrance, 9th standard.	1891-92. Middle, 7th standard.	1891-92. Total.
		Indigenous schools.—concluded.						
		Brought forward ..	...	1	1	...	6	6
	Rangoon ...	U Thelawuntha Merzali Monastic school.	...	...	...	...	2	2
	Prome ...	Maung Soe's Vernacular Middle school, Shwedaung.	...	...	...	...	1	1
		Maung Aung Dôk's school, Padigôn	...	1	1	...	1	1
		Maung Ba's school, Prome ...	...	1	1	...	...	...
		Maung Kyaw Tun's school, Sinmezine	...	1	1	...	...	...
	Henzada ...	Ma Hin Tha's school, Henzada ...	...	1	1	...	...	...
	Shwegyin ...	U Thathana's Monastic school ...	...	...	...	...	1	1
	Moulmein ...	Maung Shwe Thaw's school ...	...	...	...	...	...	...
	Toungoo ...	Maung Po Lôk's school ...	...	...	...	...	...	...
		U Kalasaya Monastic school ...	...	...	...	...	...	...
		Saya Kywet	...	...	...	...	...	...
		U Sanda's Monastic school ...	...	...	...	...	...	...
	Shwegyin .	Maung Aung Myat's school ...	...	...	...	...	...	...
		Maung Po Min's school ...	...	...	...	...	...	...
	Akyab ...	Maung Tha Dun Byu's school ...	...	...	...	...	...	...
	Bassein ...	Maung Hman's school	...	...	...	...	...	...
	Shwegyin ...	Saya Shahmywe Karen school ...	...	...	...	...	...	...
	Tharrawaddy	Maung Tun Aung Karen school ...	...	...	...	...	...	...
	Thôngwa ...	Maung Shwe Re Karen school ...	...	...	...	...	...	...
		Maung Myit Ku Karen school ...	...	...	...	...	...	...
		Maung Bein Karen school ...	...	...	...	...	...	...
		Maung Po Karen school ...	...	...	...	...	...	...
		Maung Shwe San Karen school ...	...	...	...	...	...	...
	Bassein ..	Maung Baw Gyi Karen school ...	...	...	...	...		
	Toungoo ...	A. B. M. Revd. Johnson's Karen school	...	...	...	...	1	1
		G. Conte R. C. M Karen school ...	...	...	...	...	...	...
	Rangoon ...	Old Convent Vernacular school ...	...	...	...	...	2	2
		A. B. M Girls' school, Kemmendine	...	2	2	...	4	4
	Moulmein ...	Morton Lane Girls' school ...	...	2	2	...	7	7
	Akyab ...	Government Normal school ...	...	2	2	...	10	10
		Total ...	...	11	11	...	35	35

Entrance passes, it will be seen, have fallen from 46 to 26. The total number of Entrance passes from four Government and Municipal schools is 21 against 27 in the previous year. The Akyab High school is the only school under public management that shows an increase.

The four Grant-in-aid schools aggregate only five passes, four of which come from St. Paul's Roman Catholic Mission High school, Rangoon. The two convents this year have no passes to show.

41. The following table is added, in order to give a closer view of the results of the year's work in the Middle departments of Anglo-Vernacular schools, Government and Aided :—

District.	Name of school.	1890-91. V.	1890-91. VI.	1890-91. VII.	1890-91. Total.	1891-92. V.	1891-92. VI.	1891-92. VII.	1891-92. Total.
	Municipal Schools.								
Akyab ...	Municipal High school ...	18	7	12	32	16	14	12	42
Kyaukpyu	Municipal school	6	2	3	11	10	7	4	21
	Municipal school, Ramree ...	...	...	2	2	...	...	...	...
Sandoway ...	Municipal school	...	...	1	1	12	5	4	21
Rangoon ..	Syndicate High school ..	36	13	25	74	78	52	44	174
Pegu ...	Municipal school	.	...	1	1	7	3	2	12
	Carried over ...	55	22	44	121	123	81	66	270

District.	Name of school.	1890-91.				1891-92.			
		V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
	Municipal Schools—concluded.								
	Brought forward ..	55	22	44	121	123	81	66	270
Prome	Municipal school, Paungdè	...	..	4	4	7	7	4	18
	Municipal school, Shwedaung ...	...	...	1	1	2	3	2	7
	Municipal school, Prome .	...	...	12	12	23	...	15	38
Yandoon ...	Municipal school	4	5	...	9	...	4	4	8
Pantanaw ...	Municipal school	...	...	...	...	...	1	...	1
Bassein ..	Municipal High school (Middle department).	11	15	11	37	18	23	9	50
Lemyethna ..	Municipal school	2	...	...	2	5	...	...	5
Henzada ...	Municipal school	...	...	3	3	6	5	...	11
Myanaung .	Municipal school	...	. .	2	2	7	5	5	17
Kyangin ..	Municipal school	...	...	...	...	5	...	1	6
Moulmein	Government High school ...	...	...	14	14	29	14	22	65
	Government Normal school ...	...	..	...	.	13	..		13
Thatôn ...	Municipal school	...	...	...	...	3	...	1	4
Shwegyin ..	Municipal school	...	...	4	4	8	...	5	13
Tavoy .	Municipal school	...	...	1	1	6	3	2	11
Mergui ...	Municipal school	...	...	6	6	8	6	4	18
	Total ...	72	42	102	216	263	152	140	555
	Grant-in-aid Schools.								
Akyab	St. Anne's Convent	1	1	1	3	1	...	...	1
	Akyab Girls' school ...	3	...	...	3	1	2	...	3
	St. John's school, Akyab ..	...	...	...	...	...	...	7	7
Rangoon	St. John's College, S.P.G. (Middle department).	20	35	10	65	52	24	23	99
	St. Paul's High school ..	14	4	8	26	27	20	13	60
	St. John's Convent High school	15	11	7	33	8	7	14	29
	Episcopal Methodist Girls' High school.	...	...	2	2	3	5	3	11
	St. Anthony's	...	...	1	1	17	12	7	36
	Diocesan Girls' High school	...	3	...	3	1	2	2	5
	Baptist College (Alôn) ...	...	...	3	3	10	2	6	18
	A. B. M. Boys' school, 12, Dalhousie street.	2	2	...	4	2	...	. .	2
	Diocesan Boys' High school ..	3	2	...	5	5	2	4	11
	Lutheran Mission	...	...	..	...	5	1	..	6
	A. B. M. Sgau-Karen school ...	8	4	...	12	8	4	5	17
	Cantonment school	11	...	...	11	9	4	...	13
	St. Barnabas' S.P.G. ...	...	...	2	2	1	1	3	5
	St. Gabriel's S.P.G. ...	...	...	...	...	5	...	...	5
	A. B. M. Baptist Boys' school ...	...	...	...	...	6	1	...	7
Thayetmyo ..	St. Andrew's school ...	...	...	5	5	8	3	6	17
Allanmyo ...	S. P. G. Town school ...	...	...	...	...	2	...	.	2
Thônzè ...	R. C. M. school ...	...	...	...	...	5	...	...	5
Prome ...	A. B. M. school	...	...	...	..	3	1	...	4
Thôngwa ..	A. B. M. Pwo-Karen school (Maubin).	4	...	...	4	5	2	1	8
Henzada	A. B. M. Burmese school ...	...	...	...	...	3	3	1	7
	A. B. M. Karen school ...	..	...	...	.	6	6	2	14
Bassein	St. Peter's Institute Anglo-Vernacular.	4	...	...	4	2	1	...	3
	A. B. M. Pwo-Karen ..	4	5	1	10	6	5	1	12
	A. B. M. Sgau-Karen	29	11	2	42	10	15	2	27
Moulmein	St Joseph's Convent High school	...	...	2	2	8	11	...	19
	St. Patrick's High school (Middle department).	13	7	5	25	24	18	13	55
	A. B. M. Boys' school ..	4	5	1	10	8	3	2	13
	Cantonment school ..	4	...	1	5	1	3	1	5
	St. Augustine's school ...	11	5	3	19	7	8	9	24
	Eurasian Home	...	7	1	8	4		7	11
	St. Matthew's school ...	...	...	1	1	2	4	2	8
	A. B. M. Karen Normal school ..	...	4	...	4	7	...	1	8
Toungoo	St. Luke's S. P. G. .. .	...	...	1	1	7	5	4	16
	R. C. M. Anglo-Vernacular Boys'	7	16	1	24	4	9	4	17
	St. Joseph's Convent school ...	...	...	...	...	2	...	...	2
	A. B. M. Burmese school ...	...	...	...	...	.	...	...	...
Tavoy .	A. B. M Karen school ..	...	...	. .	...	3	...	...	3
	Total ...	157	122	58	337	288	184	143	615

42. During the year the examinations at all schools were conducted under the new standards.

Vernacular Indigenous schools in which secondary instruction is given numbered 22 against 17 in the previous year; pupils increased by 391.

From the foregoing tables it will be seen with regard to the—

(*a*) *Entrance examination*, the year's results have been exceptionally bad, and nearly every school, Government and Aided, has retrograded. The failure is probably due largely to the poor material that the teachers have had to work upon. We are only now getting rid of the pupils who were passed by the old Middle school standard and of the system that rushed boys into the Entrance examination in one year after passing the Middle school. Amongst the Government schools, Akyab High school, and amongst the Grant-in-aid schools, St. Paul's Roman Catholic Mission High school, are the only institutions that have gained ground.

(*b*) *The 7th standard examination*, the results are also poor.

For the year 1891-92 the total number of Anglo-Vernacular 7th standard passes is 283 against 166 last year. Omitting the Moulmein Normal school, there are 21 Government schools that account for 140 passes. Of these 21 schools, 4 passed no pupils.

Forty-one Grant-in-aid institutions for boys and girls passed only143 pupils, 15 schools failing to gain any passes.

There are two Government Normal schools: the one at Akyab is purely Vernacular; the other, at Moulmein, has Anglo-Vernacular classes. No Anglo-Vernacular students passed the 7th standard, as they join the secondary grade class only after passing it.

The 32 Vernacular Middle schools, Burmese and Karen, for boys and girls, obtained 25 passes. Akyab Government Normal school passed 10, making a total of 35 Vernacular Middle school passes. These Vernacular schools are valuable as Primary institutions. In a few of them instruction is carried a step or two beyond Standard IV, but rarely going so far as Standard VII. Secondary education in Burmese and Karen is imparted in the Anglo-Vernacular schools.

Attempts to force these Indigenous schools to teach up to the Middle school standard would be liable to detract from their utility as Primary schools.

With reference to the passes in both the Entrance and 7th standard examinations, I can only reiterate the remarks I made in paragraph 47 of last year's report.

43. The Inter-school sports I referred to last year have since been held. A very successful meeting was held in December 1891, to which all the schools in Rangoon sent competitors for either the senior or junior events.

The challenge shields were won—the senior by the Rangoon College; and Rangoon and St. John's Colleges tied for the junior.

I have to thank the public for the very liberal support in enabling the Committee to meet the heavy expenses connected with the starting of the scheme, and Mr. Marshall, of the Rangoon College, to whose work as Secretary, the success of the sports was very largely due.

The next meeting will be held in December of this year.

44. The first examination under the 8th standard was held in February 1892. The High schools of the province have all settled down steadily to work under the new system, and a large amount of hurried, bad teaching, and forcing for examination purposes has been avoided. I feel sure this steady, gradual work from Standards I—IX will raise the educational work of the province, both in quantity and quality, *if only it is given a fair trial and no needless changes are made.*

45. The following table shows the attendance and expenditure in Government and Aided boys' schools of secondary instruction :—

Class of school.	Number of schools.	Number of pupils on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure. From Government funds.	Expenditure. From all other sources.	Expenditure. Total.
					Rs.	Rs.	Rs.
High English—							
Maintained by the Department ...	2	907	918	742	24,632	31,004	55,636
Maintained by Municipal Boards ...	3	652	649	540	28,076	14,617	42,693
Aided under the Grant-in-aid Rules, 1890.	6	1,839	1,818	1,528	18,838	55,901	74,789
Total ...	11	3,398	3,385	2,810	71,546	1,01,522	1,73,068
Middle English—							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	14	1,125	1,329	946	53,492	18,107	71,599
Aided under the Grant-in-aid Rules, 1890.	21	2,504	2,603	2,157	14,686	72,014	86,700
Total ...	35	3,629	3,932	3,103	68,178	90,121	1,58,299
Middle Vernacular—							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	...	...	...	...	...	...	...
Aided under the Grant-in-aid Rules, 1890.	...	...	...	...	...	...	...
Aided under the Rules for Indigenous Schools.	22	1,579	1,579	1,579	4,814	...	4,814
Total ...	22	1,579	1,579	1,579	4,814	...	4,814
GRAND TOTAL ...	68	8,606	8,896	7,492	1,44,538	1,91,643	3,36,181

The above figures indicate an increase of Rs. 38,579 over the total expenditure on public secondary schools last year. This is made up of an increase of Rs. 7,669 under the head of "Government funds" and Rs. 30,910 under "All other sources." Towards the latter head fees have contributed an increase of Rs. 21,616 and endowments and subscriptions Rs. 9,294. The increase on Government funds is due partly to larger grants having been earned since the introduction of the new standards, under which results-grants are given for passes in each standard, and partly to certain schools being placed on the fixed-grant system. The addition of eight schools during the year as secondary schools also accounts for part of the improvement.

SECTION V.

PRIMARY INSTRUCTION.

46. The following statement compares the statistics of Primary schools for the last two years :—

Class of institution.	Number of Primary schools under inspection.		Attendance.		Number of pupils passed. Upper Primary, Standards III and IV.		Number of pupils passed. Lower Primary, Standards I and II.	
	1890-91.	1891-92.	1890-91.	1891-92	1890-91.	1891-92.	1890-91.	1891-92.
Public institutions under public management.	27	25	2,250	2,003	252	681	418	778
Public institutions under private management.	49	57	4,426	5,197	385	1,113	509	1,476
Indigenous schools (aided). Burmese ...	2,304	2,215	61,101	65,477	802	1,316	2,234	8,736
Indigenous schools (aided). Karen ...	450	457	13,085	14,055	286	618	830	2,251
Indigenous schools (aided). Mahomedan ...	24	7	595	370	...	3	3	86
Total ...	2,854	2,761	81,457	87,102	1,725	3,731	3,994	13,277

The list of Anglo-Vernacular public schools under public management for 1890-91 improperly included the Shwedaung Municipal Vernacular school for girls. This institution has been transferred to private management and the total number of schools under this head was at the end of the year 25.

Anglo-Vernacular schools under private management have increased by eight :—

The Bishop's Home for Girls, Rangoon.
American Baptist Mission Anglo-Tamil school, Moulmein.
American Baptist Mission Paku-Karen school, Toungoo.
Anglo-Vernacular school, Ma-ubin.
Railway Anglo-Tamil school, Insein.
Young Arakan school, Akyab.
St. John's school, Akyab.
St. Anne's Convent, Akyab.

Indigenous schools are less by 99 than in 1890-91. Karen schools alone show an increase : the loss is due to Burman and Mahomedan schools, which were removed from the list because no arithmetic was taught. In Arakan the same deficiency accounts for the loss of 17 out of 24 registered Mahomedan schools.

Attendance shows a net increase of 5,121.

In Anglo-Vernacular institutions under public management there has been a decrease of 247 pupils. In public institutions under private management the increase has been 771. Regarding Burmese Indigenous schools, in last year's report the numbers are shown to have decreased by 10,032. An examination of those figures shows that Karen schools showed an increase of 695 and Mahomedan schools of 88 pupils, reducing the net loss for Indigenous schools in 1890-91 to 9,249 pupils. Against this loss there was a net increase of 5,121 pupils in Indigenous schools during the year 1891-92, which falls short of 9,249 by 4,128. I therefore infer that 4,128 represents the approximate loss of pupils.

Burmese indigenous schools show an increase of 4,376 and Karen schools of 970 pupils, whilst in Mahomedan schools the attendance is less by 225, making a net increase of 5,121 pupils. But, as I have stated above, these figures cannot be accepted as an increase. It is more probable that the 99 schools struck off the registered list took away 4,128 pupils, leaving the numbers in recognized Indigenous schools about the same as they were last year.

The passes have increased in Anglo-Vernacular schools about 159 per cent., and in Vernacular Indigenous schools about 212 per cent., owing to the new standards admitting so many more children to the Inspectors' examinations every year.

This is in every way a healthy sign.

A.—Non-Indigenous Schools.

47. In the following paragraphs detailed information is given regarding the Primary schools referred to above :—

Arakan Division.

The number of schools remains the same as at the end of the previous year, namely, 6 Government and Municipal schools and 2 registered under the Grant-in-aid Rules.

The number of full passes gained was as follows :—

Class of institution.	Full passes.					
	1890-91.	1891-92.				
		Standards.				
		Lower Primary stage.		Upper Primary stage.		Total.
	Upper and Lower Primary.	I.	II	III.	IV.	
In Government and Municipal schools ...	140	68	84	57	35	244
In registered Aided schools	12	15	10	1	2	28
Total ...	152	83	94	58	37	272

The following are the figures in detail for the foregoing schools :—

Division.		District or locality.	Name of institution.	Full passes. 1890-91. Upper and Lower Primary.	1891-92. Standards. Lower Primary stage. I.	II.	Upper Primary stage. III.	IV.	Total.
Arakan.	1	Akyab ...	Government High school ...	67	18	35	33	21	107
	2	Do. ...	Government Practising school.	7	10	10	4	...	24
	3	Paletwa ...	Government Primary school	3	4	1	2	...	7
	4	Kyaukpyu ...	Municipal school ...	45	21	20	9	4	54
	5	Ramree ...	Do. ...	4	5	8	2	...	10
	6	Sandoway ...	Do. ..	14	10	15	7	10	42
			Total ...	140	68	84	57	35	244

Akyab High school has improved under Mr. Campagnac and has done well during the year.

The Training school is full and the Mahomedan class is well attended. The future success of Mahomedan schools in Arakan depends mainly on the ability of this institution to provide teachers. It is time it was doing so.

Paletwa Primary Government school in a remote corner is persevered with experimentally, but is not very encouraging.

Kyaukpyu Municipal school obtained a high percentage of passes at the annual examination, but the general attainments are only moderate. A larger staff of teachers is wanted and the headmaster's hands need strengthening. Mr. Reilly Jones deserves credit for the successful way he worked this school under exceptional difficulties.

Ramree Municipal school has always been very poorly attended, and since the close of the year under report it has been reduced to a Primary grade. Education in Ramree is in a very poor way.

Sandoway Municipal school shows slight improvement. A new school-house has been built. The teaching staff, although rather short-handed, have all worked well.

The following are the figures for the Aided schools :—

Division.	District.	Name of school.	Full passes. 1890-91. Upper and Lower Primary.	1891-92. Standards. Lower Primary stage. I.	II.	Upper Primary stage. III.	IV.	Total.
Arakan.	Akyab	Girls' school ...	2	1	3	1	1	6
		St. Anne's Convent school...	10	14	7	...	1	22
		Total ...	12	15	10	1	2	28

The Akyab Girls' school has fallen off in attendance. Its future is a serious difficulty. It has done capital work for many years past, and it is a pity anything should have been done to damage its position.

St. Anne's Convent school, though small, is doing fairly good work. It has, I regret to say, suffered a serious loss in the death of the Mother Superior, Sister Fidelis, by whom it was first started, and to whose never-tiring care it owes its success.

Pegu Division.

There were 6 Government and Municipal schools against 7 the previous year. The Shwedaung Municipal Girls' school has been closed and arrangements made for the tuition of the girls in connection with a flourishing Indigenous school in the town, with a prospect of increased efficiency.

From the list of those registered under the Grant-in-aid Rules, the Primary department of the Rangoon Baptist College has been closed and the Bishop's Home for Girls, Rangoon, has been added, making the same total, 28, as for the previous year.

The number of full passes gained was follows :—

Class of institution.	Full passes.					
	1890-91.	1891-92.				
		Standards.				
		Lower Primary stage.		Upper Primary stage.		
	Upper and Lower Primary.	I.	II.	III.	IV.	Total.
In Government and Municipal schools ...	418	129	166	134	159	588
In registered Aided schools	806	378	333	329	277	1,317
Total ...	1,224	507	499	463	436	1,905

For the Government and Municipal schools the detailed figures for each are as follows :—

Division.	District or locality.	Name of institution.	Full passes.					
			1890-91.	1891-92.				
				Standards.				
				Lower Primary stage.		Upper Primary stage.		
			Upper and Lower Primary.	I.	II.	III.	IV.	Total.
Pegu. 1	Rangoon ...	Municipal Boys' school ...	254	57	91	79	91	318
2	Do. ...	Municipal Girls' school ...	9	26	10	4	4	44
3	Pegu ...	Municipal school ...	13	8	6	1	2	17
4	Prome ...	Municipal High school ...	83	14	38	29	51	132
5	Paungdè ...	Municipal school ...	36	22	17	17	7	63
6	Shwedaung ...	Do. ...	17	2	4	4	4	14
		Total ...	412	129	166	134	159	588

The Primary department of the Rangoon College shows the largest return in Burma.

In the Rangoon Municipal Girls' school the rise in the number of passes is very large.

The results in the Pegu Municipal school are very bad.

Prome Municipal school compares well with the best schools in the province.

Paungdè has done very well.

Shwedaung is a small school, but should have passed more than 14 boys.

The following are the details of the passes for the Aided schools :—

Division.		District.	Schools registered under the Grant-in-Aid Rules of 1890.	Full passes. 1890-91. Upper and Lower Primary.	1891-92. Standards. Lower Primary stage. I.	Lower Primary stage. II.	Upper Primary stage. III.	Upper Primary stage. IV.	Total.
Pegu.	1	Rangoon	St. Paul's High school ...	78	86	40	39	22	187
	2		St. John's College, S. P. G.	141	21	40	45	76	182
	3		Diocesan Boys' school ...	6	...	18	20	5	43
	4		Diocesan Girls' school ...	32	18	7	10	13	48
	5		St. John's Convent ...	47	10	15	15	18	58
	6		Old Convent Anglo-Vernacular school.	36	14	9	7	8	38
	7		Old Convent Vernacular school.	45	13	10	11	10	44
	8		St. Anthony's Tamil school	53	36	27	49	29	141
	9		St. Gabriel's S. P. G. ...	13	8	1	9	12	30
	10		Lutheran Mission ...	5	11	10	6	9	36
	11		A. B. M. Anglo-Tamil, 18th street.	3	...	4	2	...	6
	12		Cantonment (Tamil) school.	33	25	16	3	4	48
	13		St. Mary's S. P. G. school.	2	45	5	6	...	56
	14		Episcopal Methodist Anglo-Vernacular school.	12	7	5	2	5	19
	15		Episcopal Methodist Vernacular Girls' school.	2	29	2	2	...	33
	16		Rangoon American Baptist Mission Boys' school	22	6	18	9	2	35
	17		St. Michael's S. P. G. Boys' school.	10	13	4	5	2	24
	18		A. B. M. Burmese Girls' school (Kemmendine).	27	7	8	7	5	27
	19		St. Barnabas' S. P. G. Boys' school.	40	10	17	7	16	50
	20		Bishop's Home for Girls, Rangoon.	...	...	...	...	...	...
	21		A. B. M. Sgau Karen school	118	9	26	42	14	91
	22		A. B. M. Boys' school, 12, Dalhousie Street, formerly Yegyaw.	24	1	4	7	11	23
	23		A. B. M. Anglo-Vernacular school. Lamadaw.	54	18	15	5	7	45
	24		St. Philip's school, Botataung.	...	7	4	5	3	19
	25	Tharrawaddy.	A. B. M. school, Zigôn ...	2	9	2	5	3	19
	26		A. B. M. school, Promo ...	...	7	14	6	...	27
	27		R. C. M. school, Thônzè	6	9	5	4	2	20
	28		A. B. M. Anglo-Vernacular school, Gyobingauk	...	9	6	1	1	17
			Total ...	806	378	332	329	277	1,316

St. Mary's S. P. G. Girls' school, Rangoon, has shown much better results under its acting Head Mistress Miss Booth. I trust the improvement will continue.

The A. B. M. Boys' school, Rangoon, has been removed from Yegyaw quarter to Dalhousie street.

The A. B. M. Burmese Girls' school, Kemmendine, Rangoon, fell off during the absence of the two ladies who so successfully conducted it. Now that they have returned to duty, no apprehension need be felt.

The A. B. M. Sgau-Karen school shows a falling off.

No inspection has yet been made of the Bishop's Home for Girls.

Outside Rangoon are four schools, all small.

Irrawaddy Division.

Last year's report gives 8 as the number of Municipal schools after removing from the list Ngathainggyaung, Henzada Girls', and Allanmyo schools, but the published names of schools show only 7. The same 7 are still in operation. The number of Grant-in-aid schools has risen from 6 to 8, the 2 newly registered schools being the S. P. G. Town school, Allanmyo, and the A. B. M. Burmese school, Henzada.

The number of full passes gained was as follows :—

Class of institution.	Full passes.					
	1890-91.	1891-92.				
		Standards.				
		Lower Primary stage.		Upper Primary stage.		
	Lower and Upper Primary.	I.	II.	III.	IV.	Total.
In Government and Municipal schools ...	215	85	93	72	56	306
In registered Aided schools .. .	350	124	135	106	81	446
Total ...	565	209	228	178	137	752

The following are the figures for each Municipal school :—

Division.	District or locality.	Name of institution.	Full passes.					
			1890-91.	1891-92.				
				Standards.				
				Lower Primary stage.		Upper Primary stage		
			Upper and Lower Primary.	I.	II.	III.	IV.	Total.
Irrawaddy. 1	Yandoon ...	Municipal school ...	81	19	12	9	5	45
2	Pantanaw ...	Do. ...	9	8	11	2	1	22
3	Bassein ...	Municipal High school ...	115	19	36	43	15	113
4	Lemyethna ...	Municipal school ...	9	..	4	2	..	6
5	Henzada . .	Municipal Boys' school ...	11	27	22	5	12	66
6	Myanaung ...	Municipal school ...	21	5	4	7	16	32
7	Kyangin ...	Do. ..	7	7	4	4	7	22
		Total ...	203	85	93	72	56	306

Lemyethna, with only two teachers and an ill-furnished school, has produced poor results as might be expected. Mr. Moss found the school very low at the December examination. The question of keeping it on as a registered school is under consideration. The money spent on it would do much more good to Vernacular education.

Yandoon school attracts fewer pupils than the size of the town would lead one to expect; but under the present Headmaster improvement may be expected, if the number of assistant masters be increased.

Pantanaw has only between 30 and 40 boys, 22 of whom barely got sufficient marks for a pass. This is another school that might well be struck off the register and the money spent on it be given to Vernacular education.

Henzada.—When Mr. Gray took charge of this school three years ago, it was in a very poor condition. He has made great improvements. Mr. Moss speaks highly of the work done during the last year.

Myanaung did fairly well during the year, but might venture to take up more optional subjects.

The school is badly supplied with maps and apparatus.

Kyangin school has done creditably.

The following are the details of the passes for the Aided schools :—

Division.		District.	Name of school.	Full passes. 1890-91. Upper and Lower Primary.	1891-92. Standards. Lower Primary stage. I.	II.	Upper Primary stage. III.	IV.	Total.
Irrawaddy.	1	Bassein ...	A. B. M. Sgau-Karen school	168	87	50	47	17	151
	2	Bassein ...	A. B. M. Pwo-Karen school	33	15	12	6	2	35
	3	Thayetmyo .	St. Andrew's S.P.G. school	30	14	18	19	24	75
	4	Thôngwa ...	A. B. M. Pwo-Karen school	43	14	13	12	6	45
	5	Bassein ...	St. Peter's Anglo-Vernacular school.	44	11	14	5	3	33
	6	Henzada ...	A. B. M. Karen school ...	32	17	17	11	15	60
	7	Henzada ...	A. B. M. Burmese school ...	...	13	7	1	4	25
	8	Allanmyo ...	S. P. G. Town school ...	...	3	4	5	10	22
			Total ...	350	124	135	106	81	446

The A. B. M. Sgau-Karen school, Bassein, did well at the Inspector's examination in its Primary department.

For the first time pupils were presented for examination in music.

The A. B. M. Pwo-Karen school, Bassein, suffered from the loss of Miss Higby's teaching for three or four months owing to severe illness. Kindergarten and music were taken up by this school.

Saint Peter's R. C. Anglo-Vernacular school, Bassein, Mr. Moss says, "so far from making progress, seems to have gone backward." Many serious irregularities were found in this school. They have since been removed.

The Inspector attributes the failures under examination chiefly to premature promotion of pupils in violation of the rules. Discipline was bad.

Saint Andrew's S. P. G. school, Thayetmyo, is in good hands and is doing very well.

The A. B. M. Pwo-Karen school, Thôngwa, without showing any marked advance, maintains a good position.

The A. B. M. Karen school, Henzada, was examined for the first time under the new rules, and on the whole stood the test tolerably well.

The Town school, Allanmyo, since it was placed under the Reverend Mr. Krishna's control, has shown decided improvement.

Henzada A. B. M. Burmese school has made a good beginning.

Tenasserim Division.

The number of Government and Municipal schools was 7 as at the end of the previous year. Grant-in-aid schools have risen in number from 15 to 16 by the addition to the list of the A. B. M. Tamil Boys' school, Moulmein.

The number of full passes gained was as follows :—

Class of institution.	Full passes. 1890-91. Upper and Lower Primary.	1891-92. Standards. Lower Primary stage. I.	II.	Upper Primary stage. III.	IV.	Total.
In Government and Municipal schools ...	113	58	95	95	73	321
In registered Aided schools	526	280	201	186	131	798
Total ...	639	338	296	281	204	1,119

For the Government and Municipal schools the figures are as follows :—

Division.	District or locality.	Name of institution.	Full passes. 1890-91. Upper and Lower Primary.	1891-92. Standards. Lower Primary stage. I.	II.	Upper Primary stage. III.	IV.	Total.
Tenasserim. 1	Moulmein ...	Government High school ...	82	11	30	40	24	105
2	Moulmein ...	Practising class... ...	3	...	...	2	...	2
3	Thatôn ...	Municipal school ...	18	14	16	9	7	46
4	Kawkareik ...	Do. ...	2	...	2	4	6	12
5	Shwegyin ...	Do. ...	27	18	19	12	11	60
6	Tavoy ...	Municipal Middle school ...	18	1	18	18	16	48
7	Mergui ...	Do. ...	13	14	15	10	9	48
		Total ...	113	58	95	95	73	321

The Thatôn Municipal school, Mr. Goss reports, reflects much credit on Mr. Brown, the Headmaster, who, except for occasional assistance from three senior pupils, has had entire charge of the five classes into which the school is divided. More teachers and more furniture are needed.

Kawkareik Town school produced results at the examination which the Inspector, Mr. Goss, considers tolerably satisfactory.

Shwegyin Municipal school in the Primary department did some good work.

Tavoy Municipal school has worked well.

Mergui Municipal school, Mr. Goss considers, showed evidence of steady effort during the year.

The following are the results of the year's work in the registered Aided schools :—

Division.	District.	Name of school.	Full passes. 1890-91. Upper and Lower Primary.	1891-92. Standards. Lower Primary stage. I.	II.	Upper Primary stage. III.	IV.	Total.
Tenasserim. 1	Moulmein ...	St. Augustine's S. P. G. school	85	17	7	16	8	48
2	Do. ...	St. Joseph's Convent school	22	14	6	14	10	44
3	Do. ...	St. Patrick's R. C. M. school	109	54	40	70	31	195
4	Do. ...	St. Matthew's Church of England school.	11	1	4	...	3	8
5	Do. ...	A. B. M. Morton Lane school	42	13	9	4	9	35
6	Do. ...	A. B. M. Eurasian Home for Girls.	22	8	10	5	6	24
7	Do. ...	A. B. M. Tamil Boys' school	...	4	2	4	3	13
8	Do. ...	A. B. M. Karen Normal school.	27	18	27	14	11	70
9	Do. ...	Cantonment school ...	22	6	7	6	4	23
10	Tavoy ...	A. B. M. Karen school ...	15	35	11	9	10	65
11	Toungoo ...	St. Luke's S. P. G. school ...	29	54	27	18	20	119
12	Do. ...	R. C. M. Boys' school ...	95	10	25	6	4	45
13	Do. ...	St. Joseph's Convent ...	3	12	3	1	...	16
14	Do. ...	A. B. M. English school ...	...	...	...	..	...	...
15	Do. ...	Paku-Karen school ...	...	25	11	7	6	49
16	Moulmein ...	A. B. M. Boys' school ...	44	14	12	12	11	49
		Total ...	526	280	201	186	131	798

The two Roman Catholic schools take the lead amongst aided schools in Moulmein.

The Morton Lane American Baptist Mission school, Moulmein, examination produced results highly creditable. In the American Baptist Eurasian

Home for Girls, Moulmein, the progress made in Burmese is especially worthy of commendation. It has since the end of the year been graded as a high school.

The American Baptist Mission Boys' school, Moulmein, continues to do good work under Miss Barrows.

The American Baptist Mission Karen school, Moulmein, passed a very satisfactory examination. This school is now fairly re-established.

The Cantonment school, Moulmein, has done good work and is well reported. The Misses Gordon deserve great credit for the good work done.

The American Baptist Mission Anglo-Tamil school, Moulmein, this year added to the register, has been intermittently at work some years. Lately the control has been transferred to Miss Whitehead, a change that is likely to produce good results.

Tavoy American Baptist Mission Karen school did fairly well at the annual examination.

At Toungoo St. Luke's S. P. G. school keeps the lead amongst English schools.

The Roman Catholic Mission Boys' school has greatly fallen off in efficiency, the teaching staff being totally inadequate and the school not as well managed as it should be.

St. Joseph's Convent school has between 40 and 50 little boys and girls and gives useful instruction.

The American Baptist Mission Paku-Karen school has a good hostel. It teaches well up to Standard IV.

Statistical Summary of Indigenous Burmese Schools for the official year ending 31st March 1892.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions: At the beginning of the year	Brought on the inspection list during the year	Withdrawn from the inspection list.	At the close of the year	Attendance: Boys.	Girls	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance: Boys.	Girls.	Number of pupils who have passed: Middle school examination (Standards V, VI, & VII): Boys.	Girls.	Upper Primary examination (Standards III & IV): Boys.	Girls.	Lower Primary examination (Standards I & II): Boys.	Girls.	Direct expenditure from public funds: Provincial funds	Local cess funds.	Municipal funds.	Total.	Details of amount in column 23: Results grants.	Salary-grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance: Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Arakan	Akyab	Monastic	67	14	36	45	1,267	7	1,274	32	1,004	7	2	...	8	.	159	1	..	3,033	529	3,562	92	3,470	...	13	263	...	71 11
		Lay	30	1	8	23	763	248	1,011	21	723	248	9	...	28	1	214	64	...	2,666	2,084	4,750	2,262	2,488	...	2	40	...	91·30
		Total	97	15	44	68	2,030	255	2,285	53	1,727	255	11	..	36	1	373	65	...	5,699	2,613	8,312	2,354	5,958	...	15	303	...	77·94
	Northern Arakan.	Monastic	.	...	.	..	...	...	...	...	...	..	...	...	..	...	.	...	.	..	...	...	...	...	...	...	..	...	...
		Lay	.	...	...	.	...		...	...	...	...	...	...	.	...	..	..	...	...	...	...	...	..	.	...	...	..	
		Total	.	..	..	...	..	...	...	...	..	..	...	..		.	..	...	...	...	.		...	...	...	...	...	...	...
	Kyaukpyu	Monastic	...	10	..	10	285		285	1	53			...	...	...	15	..	...	240	...	240	...	240	...	9	232	...	10·00
		Lay	6	2	5	3	48	4	52	1	27	.	...	...	5	.	13	.	..	911	..	911	421	490	...	2	21	4	33·33
		Total	6	12	5	13	333	4	337	2	80		...	..	5	.	28	.	..	1,151	...	1,151	421	730	...	11	253	4	15 38
	Sandoway	Monastic	...	11		11	244	..	244	...		..	...	..			...	...	...	...	...	...	...	.	...	11	244	..	...
		Lay	8	2	1	9	293	94	387	7	260	81	3	3	16	1	83	26	...	590	518	1,108	158	950	...	2	33	13	77·77
		Total	8	13	1	20	537	94	631	7	260	81	3	3	16	1	83	26	...	590	518	1,108	158	950	...	13	277	13	35·00
Pegu	Rangoon Town.	Monastic	18	2	7	13	355	.	355	6	208	.	11	..	23	...	56	..	...	...	1,426	1,426	116	1,310	...	7	147	..	46 15
		Lay	*53	12	12	53	2,123	1,069	3,191	50	2,067	1,040	...	...	72	9	647	315	...	...	10,946	10,946	5,325	5,621	...	3	55	29	94 34
		Total	71	14	19	66	2,477	1,069	3,546	56	2,275	1,040	11	...	95	9	703	315	..	...	12,372	12,372	5,441	6,931	...	10	202	29	84·85
	Hanthawaddy.	Monastic	125	21	2	144	4,363	.	4,363	45	1,462	.	.	...	.	.	168		..	364	...	364	4	360	.	99	2,901	...	31·25
		Lay	26	3	2	27	823	420	1,243	19	672	279	..	.	50	2	204	65	.	3,892	...	3,892	1,192	2,700	...	8	151	141	70·37
		Total	151	24	4	171	5,186	420	5,606	64	2,134	279	.	..	50	2	392	65	.	4,256	...	4,256	1,196	3,060	...	107	3,052	141	37 43
	Pegu	Monastic	112	12	28	96	2,712	6	2,718	39	1,207	6	.	..	19	..	264	1	..	1,241	8	1,249	289	960	...	57	1,505	..	40·62
		Lay	69	22	17	74	1,760	1,051	2,811	58	1,457	897	...	...	80	6	451	249	...	9,473	855	10,328	3,995	6,333	...	16	303	164	78·38
		Total	181	34	45	170	4,472	1,057	5,529	97	2,664	893	...	...	99	6	715	250		10,714	863	11,577	4,284	7,293	...	73	1,808	164	57·06
	Tharrawaddy.	Monastic	71	36	12	95	2,493		2,493	20	674	..	...		31		183		..	1,246	567	1,813	613	1,200	...	75	1,819	...	21·05
		Lay	65	14	13	66	1,971	611	2,582	56	1,764	570	...	...	79	3	552	159	...	7,104	3,152	10,256	5,145	5,111	...	10	207	41	84·85
		Total	136	50	25	161	4,464	611	5,075	76	2,438	570	..	.	110	3	735	159	.	8,350	3,719	12,069	5,758	6,311	...	85	2,026	41	47·30
	Prome	Monastic	213	31	30	214	6,057	.	6,057	15	556	...	...	...	..	...	65	...	...	19	641	660	60	600	...	199	5,501	.	7·01
		Lay	45	5	10	40	1,470	541	2,011	31	1,303	464	2	.	93	14	414	99	...	3,565	6,494	10,059	3 886	6,113	60	9	167	77	77·50
		Total	258	36	40	254	7,527	541	8,068	46	1,859	464	2	..	93	14	479	99	...	3,584	7,135	10,719	3,946	6,713	60	208	5,668	77	18·11
Irrawaddy.	Bassein	Monastic	146	25	29	142	3,115	.	3,115		419		..	...	30	..	141	.	...	1,998	739	2,737	367	2,370	...	133	2,696	...	69·38
		Lay	51	13	23	41	1,102	483	1,585	31	950	375	5	...	83	8	264	88	...	2,455	4,187	6,642	2,562	4,080		10	152	108	75·61
		Total	197	38	52	183	4,217	. 483	4,700	40	1,369	375	5	...	113	8	405	88	...	4,453	4,926	9,379	2,929	6,450		143	2,848	108	21·86
	Thôngwa	Monastic	265	76	34	247	5,464	.	5,464	38	1,010	.	..	..		.	150	..	...	66	..	66	66	...	...	209	4,454	.	15 38
		Lay	63	21	6	78	2,023	876	2,899	66	1,862	796	...	...	99	9	490	202	...	8,590	5,981	14,571	4,871	9,[illegible]	[illegible]	12	1[illegible]	80	84·62
		Total	268	97	40	325	7,487	876	8,363	104	2,872	796	...	...	99	9	640	202	..	8,656	5,981	14,637	4,937	9,[illegible]	[illegible]	221	4,615	80	32·00

* Includes Vernacular Tamil School, Cantonment, Rangoon.

Statistical Summary of Indigenous Burmese Schools for the official year ending 31st March 1892—concluded.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Number of pupils who have passed. Middle school examination (Standards V, VI, & VII). Boys.	Girls.	Upper Primary examination (Standards III & IV.) Boys.	Girls.	Lower Primary examination (Standards I & II). Boys.	Girls.	Direct expenditure from public funds. Provincial funds.	Local cess funds.	Municipal funds.	Total.	Detail of amount in column 23. Results grants.	Salary grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Irrawaddy—concld.	Henzada	Monastic ...	135	7	98	44	1,310		1,310	24	781	...	...	...	5	...	218	...	...	339	1,458	1,797	497	1,300	...	20	529	..	54·55
		Lay ...	34	23	9	48	1,208	571	1,779	30	919	405	..	...	49	6	392	131	..	3,844	5,471	9,315	2,632	6,670	13	18	289	166	62·50
		Total ...	169	30	107	92	2,518	571	3,089	54	1,700	405	...	...	54	6	610	131	...	4,183	6,929	11,112	3,129	7,970	13	38	818	166	58·70
	Thayetmyo	Monastic ...	332	61	8	385	6,734	...	6,734	5	150	...	..	...	7	...	36	...	..	503	580	1,083	243	840	..	380	6,584	.	1·30
		Lay ...	30	6	1	35	714	382	1,096	13	485	214		...	48	7	109	46	...	1,969	1,410	3,379	979	2,400	...	22	229	168	37·14
		Total ...	362	67	9	420	7,448	382	7,830	18	635	214	..	...	55	7	145	46	...	2,472	1,990	4,462	1,222	3,240	...	402	6,813	168	4·29
Tenasserim.	Moulmein Town.	Monastic ...	6	...	...	6	237	.	237	6	237	...	...	.	27	...	65	...	900	...	...	900	180	720	...	..	..	...	100·00
		Lay ...	19	5	2	22	914	384	1,298	22	914	384	6	...	56	14	209	84	5,495	...	...	5,495	4,055	1,440	...	..	..	.	100·00
		Total ...	25	5	2	28	1,151	384	1,535	28	1,151	384	6	...	83	14	274	84	6,395	...	...	6,395	4,235	2,160	...	...	...		100·00
	Amherst	Monastic ...	15	10	3	22	717	...	717	22	717	...	...	...	14	...	220	.	...	2,432	316	2,748	117	2,631	...	..	...		100·00
		Lay ...	19	2	1	20	617	291	908	20	617	291	...	2	29	2	205	80	...	2,228	580	2,808	1,370	1,438	..	..	...	.	100·00
		Total ...	34	12	4	42	1,334	291	1,625	42	1,334	291	...	2	43	2	425	80	..	4,660	896	5,556	1,487	4,069	..	...	.		100·00
	Tavoy	Monastic ...	1	3	...	4	181	...	181	4	181	...	...	...	...	.	48	...	...	...	...	...	...	...	...	...	...		100·00
		Lay ...	14	2	2	14	526	248	774	14	526	248	3	...	42	8	196	72	...	1,992	2,798	4,790	1,890	2,900	...	..	..		100·00
		Total ...	15	5	2	18	707	248	955	18	707	248	3	...	42	8	244	72	...	1,992	2,798	4,790	1,890	2,900	...	...	...		100·00
	Mergu	Monastic ...	1	2	...	3	142		142	3	142	...	...	..	..	...	30	...	...	...	22	22	22	..	.	...	...	.	100·00
		Lay ...	4	2	...	6	259	129	388	6	259	129		..	15	2	71	38	...	536	1,194	1,730	834	896	...	...	...	..	100·00
		Total ...	5	4	...	9	401	129	530	9	401	129	.	...	15	2	101	38	...	536	1,216	1,752	856	896	..	..	...	...	100·00
	Shwegyin	Monastic ...	161	11	136	36	1,179	...	1,179	7	269	...	1	...	12	...	95	...	...	14	674	688	128	560	...	29	910	...	19·44
		Lay ...	45	4	23	26	981	331	1,312	24	942	313	13	.	130	12	339	87	.	3,638	3,258	6,896	3,856	3,040	..	2	39	18	92·31
		Total ...	206	15	150	62	2,160	331	2,491	31	1,211	313	14	.	142	12	434	87	.	3,652	3,932	7,584	3,984	3,600	...	31	949	18	50·00
	Toungoo	Monastic ...	102	2	...	104	3,190	...	3,190	8	360	...	15	.	24	...	93	..	...	...	924	924	84	840	...	96	2,830	..	7·69
		Lay ...	13	2	6	9	284	87	371	6	221	70	19	1	31	7	38	12	...	617	1,563	2,180	938	1,242	...	3	63	17	66·67
		Total ...	115	4	6	113	3,474	87	3,561	14	581	70	34	1	55	7	131	12	...	617	2,487	3,104	1,022	2,082	...	99	2,893	17	12·39
	Salween	Monastic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.	..	..	..	...	...	..	...	...	...
		Lay ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..	...	..	..	..	.	...	...	.	...	...	...
		Total ...	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	..	...	...	.	..	...	...	...	...	.	...	...
	For 1891-92	Monastic ..	1,710	334	423	1,621	40,045	13	40,058	264	9,430	13	22	.	200	..	2,026	2	900	11,495	7,884	20,279	2,878	17,401	...	1,337	30,615	...	17·46
		Lay ...	594	141	141	594	17,878	7,820	25,698	475	15,968	6,794	60	6	1,005	111	4,891	1,817	5,495	54,070	50,491	1,10,056	46,371	63,237	448	119	1,910	1,026	75·97
		Total ...	2,304	475	564	2,215	57,923	7,833	65,756	739	25,398	6,807	89	6	1,205	111	6,917	1,819	6,995	65,565	58,375	1,30,335	49,249	80,638	448	1,156	32,525	1,026	34·27
	For 1890-91 ...	.....	2,567	483	746	2,304	53,748	7,428	61,176	638	20,089	6,357	4	1	730	72	1,886	348	4,191	67,888	59,438	1,31,517	42,359	87,737	1,421	1,666	33,650	1,071	27·69
	For 1891-92	Increase ...	...	...	...	...	4,175	405	4,580	121	5,309	450	85	5	475	39	5,031	1,471	...	...	..	...	6,890	...	...	...	...	...	6·58
		Decrease ...	263	8	182	89	...	...	...	...	...	...	...	...	...	...	...	...	2,204	2,323	1,063	1,182	...	7,099	973	210	1,134	45	...

Statistical Summary of Indigenous Karen Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	Number of schools.	Attendance: Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
PEGU.	Hanthawaddy	Monastic ...	10	...	...	10	214	...	214	...	...	...
		Lay ...	40	2	...	42	820	321	1,141	25	584	246
		Total ...	50	2	...	52	1,034	321	1,355	25	584	246
	Pegu	Monastic ...	3	.	...	3	84	...	84	...	...	...
		Lay ...	31	4	...	35	655	341	996	21	448	257
		Total ...	34	4	...	38	739	341	1,080	21	448	257
	Tharrawaddy	Monastic ...	4	.	...	4	108		108	..		
		Lay ..	24	1	...	25	612	237	849	17	485	196
		Total ...	28	1	..	29	720	237	957	17	485	196
IRRAWADDY.	Bassein	Monastic ...	...	...	...	...	...		...	...	...	...
		Lay ...	108	8	14	102	1,850	1,368	3,218	92	1,725	1,270
		Total ...	108	8	14	102	1,850	1,368	3,218	92	1,725	1,270
	Thôngwa	Monastic ...	6		5	1	38		38	..	...	..
		Lay ...	76	11	1	86	1,609	1,001	2,610	50	1,111	645
		Total ...	82	11	6	87	1,647	1,001	2,648	50	1,111	645
	Henzada	Monastic .	..	1	.	1	33	..	33	1	33	.
		Lay	34	7	1	40	874	418	1,292	32	740	349
		Total ...	34	8	1	41	907	418	1,325	33	773	349
TENASSERIM.	Amherst	Monastic ...	22	4	1	25	793	...	793	10	324	...
		Lay ...	24	2	2	24	496	249	745	22	462	243
		Total ...	46	6	3	49	1,289	249	1,538	32	786	243
	Tavoy	Monastic ...	...	...	...		.	...		...	...	...
		Lay ...	7	1	1	7	103	79	182	3	60	39
		Total ...	7	1	1	7	103	79	182	3	60	39
	Mergui	Monastic ..	...	1	...	1	30	...	30	...	.	...
		Lay ...	12	...	4	8	116	111	227	7	96	99
		Total ...	12	1	4	9	152	111	263	7	96	99
	Shwegyin	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	11	2	4	9	243	121	364	6	211	103
		Total ...	11	2	4	9	243	121	364	6	211	103
	Toungoo	Monastic ...		...	...	...	...	...	...	...	...	...
		Lay ...	34	2	4	32	836	375	1,211	24	710	285
		Total ...	34	2	4	32	836	375	1,211	24	710	285
	Salween	Monastic ...	2	..	1	1	19	...	19	...	...	...
		Lay ...	2	...	1	1	14	8	22	1	14	8
		Total ..	4	...	2	2	33	8	41	1	14	8
	For 1891-92	Monastic ...	47	6	7	46	1,325	...	1,325	11	357	...
		Lay ...	403	*40	32	411	8,228	4,629	12,857	300	6,646	3,740
		Total ...	450	46	39	457	9,553	4,629	14,182	311	7,003	3,740
	For 1890-91 ...	.....	419	60	29	450	9,041	4,056	13,097	286	6,918	3,084
	For 1891-92	Increase	31	.	10	7	512	573	1,085	25	685	656
		Decrease	...	14	...	...	...	...	...	.	..	...

Statistical Summary of Mahomedan Schools

ARAKAN.	Akyab	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	23	1	19	5	163	2	165	5	163	2
		Total ...	23	1	19	5	163	2	165	5	163	2
PEGU	Rangoon	Monastic ...	...	...	...	...	..	...	..	...	...	...
		Lay ...	1	1	...	2	165	40	205	2	165	40
		Total ...	1	1	...	2	165	40	205	2	165	40
	For 1891-92	Monastic ...	...	...	...	...	...	..	...	...	...	.
		Lay ...	24	2	19	7	328	42	370	7	328	42
		Total ...	24	2	19	7	328	42	370	7	328	42
	For 1890-91 ...	.....	23	7	6	24	565	30	595	15	358	17
	For 1891-92	Increase ...	1	...	13	...		12	...	..		25
		Decrease ...	..	5	...	17	237	...	225	8	30	...

for the official year ending 31st March 1892.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Middle School examination (Standards V, VI, & VII)		*Upper Primary examination (Standards III & IV.)*		*Lower Primary examination (Standards I & II.)*						*Details of amount in column 23.*						
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Results-grants.	Salary-grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
...	...	...	...	...	...	...	...	...	...	...	...	...	10	214	...	...
...	...	50	8	118	50	...	4,612	...	4,612	2,020	2,592	...	17	236	75	59·52
...	...	50	8	118	50	...	4,612	...	4,612	2,020	2,592	...	27	450	75	48·08
...	...	...	...	...	...	...	...	...	...	...	...	...	3	81	...	...
...	...	44	19	114	57	...	3,626	...	3,626	1,706	1,920	...	14	207	84	60·00
...	...	44	19	114	57	...	3,626	...	3,626	1,706	1,920	...	17	291	84	55·26
...	...	...	...	...	...	...	...	...	...	...	...	...	4	108	...	...
1	1	39	16	130	48	...	2,743	...	2,743	1,135	1,608	...	8	127	41	68·00
1	1	39	16	130	48	...	2,743	...	2,743	1,135	1,608	...	12	235	41	58·62
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	82	47	317	173	...	10,298	...	10,298	5,562	4,736	...	10	125	98	51·58
3	...	82	47	317	173	...	10,298	...	10,298	5,562	4,736	...	10	125	98	51·58
...	...	...	...	...	...	...	...	...	...	...	...	...	1	38	...	...
11	2	97	25	294	113	...	6,241	...	6,241	3,709	2,532	...	36	498	356	58·14
11	2	97	25	294	113	...	6,241	...	6,241	3,709	2,532	...	37	536	356	57·47
...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	100·00
...	...	39	8	176	93	...	3,786	...	3,786	2,130	1,656	...	8	134	69	80·00
...	...	39	8	179	93	...	3,786	...	3,786	2,130	1,656	..	8	134	69	80·50
...	...	...	...	44	...	...	...	9	9	9	...	...	15	469	...	40·00
...	...	44	18	133	72	...	2,920	115	3,035	1,576	1,459	...	2	34	6	91·67
...	..	44	18	177	72	...	2,920	124	3,044	1,585	1,459	...	17	503	6	65·91
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3	2	18	10	...	292	...	292	190	102	...	4	43	40	42·86
...	...	3	2	18	10	...	292	...	292	190	102	...	4	43	40	42·86
...	...	...	...	...	...	...	...	...	...	...	...	...	1	86	...	...
...	...	1	...	15	14	...	957	...	957	477	480	...	1	20	12	87·50
...	...	1	...	15	14	...	957	..	957	477	480	...	2	56	12	77·78
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	21	5	50	19	...	74	330	404	404	...	...	3	32	18	66·67
3	...	21	5	50	19	...	74	330	404	404	...	...	3	32	18	66·67
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17	5	40	10	149	35	...	1,990	1,084	3,074	1,678	1,396	...	8	126	90	75·00
17	5	40	10	149	35	...	1,990	1,084	3,074	1,678	1,396	...	8	126	90	75·00
...	...	...	...	...	...	...	...	...	...	...	...	...	1	19	...	...
...	...	...	...	3	3	...	...	...	...	...	...	...	...	...	...	100·00
...	...	...	...	3	3	...	...	...	...	...	...	...	1	19	...	50·00
...	...	...	...	47	...	...	...	9	9	9	...	...	35	968	..	23·91
35	8	460	158	1,517	687	...	37,539	1,529	39,068	20,587	18,481	...	111	1,582	889	72·09
35	8	460	158	1,564	687	...	37,539	1,538	39,077	20,596	18,481	...	146	2,550	889	68·05
...	...	233	53	587	243	...	32,105	2,002	34,107	19,982	14,125	...	164	2,723	972	63·56
35	8	227	105	977	444	...	5,434	...	4,970	614	4,356	...	...	...	...	4·49
...	...	...	...	...	...	...	...	464	...	...	...	...	18	173	83	...

for the official year ending 31st March 1892.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	26	...	...	1,211	15	1,22 6	1,226	...	...	...	...	...	100·00
...	...	...	...	26	...	...	1,211	15	1,226	1,226	...	...	...	..	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3	...	9	1	...	...	361	361	361	...	...	...	...	...	100·00
...	...	3	...	9	1	...	...	361	361	361	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	3	...	35	1	...	1,211	376	1,587	1,587	...	...	...	...	...	100·00
...	...	3	...	35	1	...	1,211	376	1,587	1,587	...	...	...	...	...	100·00
...	...	...	...	3	...	...	114	6	120	120	...	...	9	207	13	62·50
...	...	3	...	32	1	...	1,097	370	1,467	1,467	...	...	...	...	...	37·50
...	...	...	...	...	...	...	...	...	...	...	...	...	9	207	13	...

B.—Indigenous Schools.

48. The examinations during the year have been conducted under the new rules. Indigenous schools, as shown by the very large number of passes under the intermediate standards, largely availed themselves of the opportunity afforded of having more pupils presented for examination. They still do not send up all that might be presented.

Under the former rules no school was refused recognition that complied with the three easy conditions: (i) a session of not less than four months in the year, (ii) a minimum attendance of 12 pupils, and (iii) not less than 4 of them able to read and write. Now a very small amount of arithmetic is compulsory, and many schools have during the year been declared ineligible for a place on the Deputy Inspector's list, because even this small amount of arithmetic is not taught. This is as it should be. A school that cannot do the very small amount of Burmese and of arithmetic required in Standards I and II does not deserve recognition. It does not do much for promoting education in the province. In Henzada district there is a loss of 1,295 children, attributed to the above cause, and in Shwegyin the decrease is 3,138. The very small amount of arithmetic required has thus struck out two-thirds of the Mahomedan schools.

49. The following are the leading statistics for Burmese, Karen, and Mahomedan schools for the past two years:—

Description	1890-91		1891-92	
	Schools.	Pupils.	Schools.	Pupils.
Burmese ...	2,304	61,176	2,215	65,756
Karen ...	450	13,097	457	14,182
Mahomedan ...	24	595	7	370
Total ...	2,778	74,868	2,679	80,308

50. Full passes were as follows:—

Description	1890-91.		1891-92		Total.	
	Upper Primary.	Lower Primary.	Upper Primary.	Lower Primary.	1890-91.	1891-92.
Burmese ...	802	2,234	1,316	8,786	3,036	10,052
Karen ...	286	830	618	2,251	1,116	2,869
Mahomedan ...	..	3	3	36	3	39
Total .	1,088	3,067	1,937	11,023	4,155	12,960

51. As in last year's report, I submit notes on the special systems of aid offered by Government to Indigenous Vernacular schools.

(*a*) *The Results-grant system* works successfully and meets with commendation from every Deputy Inspector. Now that the pôngyis have had results-grants restored to them, the withdrawal of which they regarded as a grievance, they have every chance, and are much better off than the lay school sayas. The pôngyi competes with the sayagyi at a decided advantage. He is in possession of a spacious monastery and is at liberty to admit all comers, boarders as well as day-pupils, free, whilst the sayagyi must levy a fee; he must also provide school accommodation and frequently pays two or three assistants. If the pôngyis do not make the best of this advantage, and take the lead in education, it is their own fault. It is the opinion of some that the lay school saya will suffer. I do not myself think this.

(*b*) *The Salary-grant system* was originally drawn up by Mr. Hodson and submitted by him to Government at the end of 1888-89. There is no doubt it has benefited indigenous education and that it has worked well. Maung Po Maung, Deputy Inspector of Schools, Prome, says in his district "it is the central pillar of education."

A few independent schools opened by certificated headmasters have failed; because, I fear, the work was undertaken by young and inexperienced teachers who failed to secure the confidence of the people; they had no "awza." Great care is necessary in the selection of masters for an enterprise of this kind; the mere possession of a teacher's certificate is not enough. The Inspectors of Schools should be very careful in their selection and recommendation of such men.

The half-salary grant is, naturally, not eagerly sought after; but will in time become more common. In Shwegyin, for instance, most of the lay schools employ paid teachers at a cost about equal to that of the half-salaries for certificated men.

(*c*) *Teachers' certificate system.*—The rules for this have been recently recast.

(*d*) *Karen teachers' certificate system.*—Three grades of certificates are given, but Karen schools are beginning to decline the services of the third or lowest grade of certificate holders. Even in remote villages the Karens demand teachers of higher qualifications. I have recently submitted proposals for recasting this system and improving it. The old rules cease to be in force from April 1st 1893.

(*e*) *Pupil-teachers' certificate system* has never been fully utilized, generally from want of funds.

52. The following table gives the general statistics of Burmese Indigenous schools :—

Description.	1890-91.	1891-92.	Increase	Decrease.
Schools	2,304	2,215	...	89
Pupils	61,176	65,756	4,580	...
Full passes	3,036	10,052	7,016	...
Results-grants paid	42,359	49,249	6,890	...
Certificated managers	44	61	17	...
Certificated assistant teachers	202	191	.	11

Schools show a loss of 89, which may be put down to the removal of schools unable to teach arithmetic. The number transferred to the unrecognized list was very much more than 90, but the registration of new schools keeps down the net loss.

Pupils are shown to have increased by 4,580. From different disturbing causes the number of pupils attending Indigneous schools has been uncertain for several years. For Burmese Indigneous schools the return this time may be accepted as about correct at 65,756.

Full passes have increased enormously, but not more than might be expected when it is remembered that fully three times as many pupils have come up for examination under the new rules, than would have been admitted under the old ones.

53. In the following paragraphs full information is given as to the condition of education in the various parts of the country :—

Arakan Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	111	101	.	10
Pupils	3,257	3,253	..	4
Full passes	199	634	435	...
Results-grants paid	3,686	2,933	...	753
Certificated managers	13	11	..	2
Certificated assistant teachers	15	20	5	...

The decrease in schools in Akyab is 29. Kyaukpyu shows an increase of 7 and Sandoway 12, but I do not attach much value to the 19 schools that Maung

Mè Gri has added to his list. I fear it will be found the Deputy Inspector has been too hopeful that these pôngyi schools can be made efficient. The pôngyis in Sandoway are particularly ignorant as a class.

In the number of pupils, whilst Akyab decreases by 424, Kyaukpyu rises 180 and Sandoway 240. These two districts are certainly not the spots where I looked for increase, and I cannot resist the impression that a mistake has been made in representing this apparent advance: it does not tally with the details of educational action in those localities. Even with all these newly added schools the number of pupils is only equal to the previous year's number.

Results-grants paid in Akyab, notwithstanding the reduction of schools in number, rose Rs. 228, whilst in Kyaukpyu, where schools and pupils have increased, the amount falls to Rs. 555 and in Sandoway to Rs. 426. The Kyaukpyu and Sandoway returns do not seem to me altogether reliable.

Certificated managers cannot work in Arakan, as the Arakanese will not pay fees.

Certificated assistant teachers have increased in Akyab by five; *Kyaukpyu does not employ a single one*, and Sandoway has one who is the mainstay of the only good school.

AKYAB DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	97	68	.	29
Pupils	2,709	2,285	...	424
Full passes	118	475	357	...
Results-grants paid	2,126	2,354	228	...
Certificated managers	6	7	1	...
Certificated assistant teachers	14	18	4	...
Mahomedan certificated teachers	...	1	1	...

Deputy Inspector Sheik Ainudin submits a carefully prepared report. It was found necessary to remove from the list a large number of schools that could teach only reading and writing, and the fall in the number of pupils is thereby explained. In public schools the average attendance, however, has risen from 28 to 33, full passes have increased in number, and more money has been earned in results-grants—three safe-grounds for the inference that better tuition is being imparted.

Competent school-managers, lay or monastic, are very rare, consequently certificated assistant teachers are imperfectly supervised; village elders seldom take any intelligent interest in Primary education, and the schools aided by salary-grants are left too much in the hands of the certificated assistant, who virtually becomes the Headmaster and becomes careless.

Although fees are levied with difficulty and the certificated Headmaster has small chance of making a living independently, lay schools are more popular than monastic schools and are certainly more efficient.

Maung San La Aung is mentioned as the donor of arithmetic books for distribution in monasteries, and Maung Aung Ban, Myoôk of Naaf, has done what he could to encourage schools in Naaf township.

On the whole Indigenous education is looking more hopeful than in past years. I attribute this largely to the energy displayed by the Deputy Inspector of Schools.

KYAUKPYU DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	6	13	7	...
Pupils	157	337	180	...
Full passes	25	33	8	...
Results-grants paid	976	421	...	555
Certificated managers	4	2	...	2
Certificated assistant teachers	...	...	...	...

The report prepared by Maung Mè Gri represents Kyaukpyu to be very unprofitable soil.

Out of five townships, Cheduba is the only one where any educational success has been obtained.

The township of An has 1 school with 17 boys, Myetôn 1 school with 8 boys, Kyaukpyu 1 school with 25 boys and girls; Ramree township has no school.

Monastic schools visited have generally been found to contain about half-a-dozen pupils each. The pôngyis are said to be indifferent and the people unwilling to pay the smallest fee towards the support of lay schools. Both the certificated managers in receipt of temporary salary are reported on unfavourably.

The Deputy Inspector hopes in some places to secure the co-operation of a few pôngyis, who are likely to be attracted by the offer of results-grants.

In this part of Arakan there is unquestionably very little desire for education, but something more might be done in the Cheduba township.

SANDOWAY DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	8	20	12	...
Pupils	391	631	240	...
Full passes	56	126	70	...
Results-grants paid	584	158	...	426
Certificated managers	3	2	...	1
Certificated assistant teachers	1	1	...	...

The new schools added to the list are all monastic, and too much must not be expected of them. Deputy Inspector Maung Mè Gri expresses confidence in the future usefulness of these schools, but the Deputy Commissioner, who knows the district well, has repeatedly stated that the pôngyis in this district are exceptionally ignorant, and that little assistance can be looked for from them. The pôngyis have done next to nothing for education so far.

Turning to lay schools, it is difficult to find ground for congratulation. The two best schools, Maung Ka De's and the American Baptist Mission Chin schools, are both in the town of Sandoway. The former depends for success entirely on the certificated assistant teacher, who is virtually the manager. Maung Ka De does not supply even school accommodation, the house being Government property. I think it is high time a change was made in the managership of this school. The Chin Mission Boarding school collects boys and girls of this backward race and brings them under new and good influences.

Of the three certificated teachers who tried to start schools independently, one has given up the attempt, and the remaining two fear they will be obliged to do the same as there is no demand for education. Education is not prospering.

Pegu Division.

Description.	1890-91.	1891-92.	Increase	Decrease.
Schools	797	822	25	...
Pupils	23,412	27,824	4,412	...
Full passes	1,113	4,393	3,280	...
Results-grants paid	16,928	20,625	3,697	...
Certificated managers	15	26	11	...
Certificated assistant teachers	77	72	...	5

Schools have increased in Hanthawaddy district by 20 and Tharrawaddy by 25, all monastic. On the other hand, Rangoon Town has lost 5, Prome district 4, and Pegu district 11.

An increase of pupils has taken place in every district as well as in the town of Rangoon, but the total is not equal to the previous year's loss.

Full passes have also increased in every district.

Results-grants expenditure has been large, except in Hanthawaddy, where the lay schools have not done so well as usual.

Eleven additional certificated managers is a healthy sign.
The figures generally for Pegu Division are satisfactory.

RANGOON TOWN.

Description.	1890 91.	1891-92.	Increase.	Decrease.
Schools	71	66	...	5
Pupils	2,828	3,546	718	...
Full passes	277	1,122	845	..
Results-grants paid	3,662	5,441	1,779	...
Certificated managers	3	6	3	...
Certificated assistant teachers	13	14	1	..

Of the 66 schools only 13 are monastic.

The best schools are reported to be lay schools under the following managers :—

Maung Myo of Taunglônbyan.
Maung Po Mya of Tatmyè.
Maung Po Nyein (certificated master) of Lamadaw.
Maung Thaw U of Oliphant street.
Maung Shwe Tha of Kemmendine.

From the foregoing list it will be seen that the best schools are not confined to any particular quarter of the town.

Rangoon Town, as might be expected, takes the lead in Vernacular education, but in a busy commercial centre the standard aimed at is not high. A few, chiefly those intending to become teachers, read as far as Standard VII. The majority do not get beyond Standard IV, at which stage those whose parents can afford it are sent to an English school, where the real advanced Burmese is taught.

HANTHAWADDY DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	151	171	20	...
Pupils	4,514	5,606	1,092	
Full passes	82	509	427	
Results-grants paid	2,292	1,196	...	1,096
Certificated managers	...	3	3	..
Certificated assistant teachers	11	8		3

Maung Bwa in a carefully prepared report shows a general advance.

The 20 additional schools are all monastic, 5 being new schools and 15 private schools that have qualified themselves for admission. This activity amongst pôngyis' free schools is doubtless the result of recent liberality in allowing results-grants.

An increased attendance of 1,031 boys and 61 girls is very gratifying.

Standard III is the highest reached, and the large increase of passes is chiefly at the lowest stage.

In the 45 monastic schools the average earned is about Rs. 21-10-0, and in the 19 lay schools Rs. 100-13-0. As in other districts, the most advanced schools are lay schools.

PEGU DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	181	170	...	11
Pupils	5,064	5,529	465	..
Full passes	212	1,070	858	
Results-grants paid	3,592	4,284	692	..
Certificated managers	5	7	2	...
Certificated assistant teachers	18	15	...	3

Schools show a loss of 11, but the increase of pupils and passes may be accepted as of more importance.

Pegu town is retarded financially. The townships of Kyauktan and Paunglin have not quite come up to expectation, owing partly to the imperfect handling of Kyauktan independent school and to the retrogression of Hlegu monastic school. Pagandaung township shows the most vigour; Kawa and Payagalè show a good record.

Maung Tun Hla discovers marked activity amongst the monasteries at the prospect of results-grants. To this change of policy and to the new system of examination standards he attributes the remarkable increase of full passes, amounting to 305 per cent. Standard IV is the highest attained by any school, the increase of passes being chiefly in Standards I and II.

Five independent schools in the hands of certificated managers are at work. The managers are rather young men and they have to struggle against the free-school traditions left at Kawa, Pagandaung, and Kyauktan by the so-called independent schools under Maung Lu Gale, Maung Tun Win, and Maung Tu.

Only 15 certificated teachers are employed; there is room for more.

It is gratifying to learn that influential Burmans have materially aided the cause of education. I mention the names of—

Maung Mo, Myoôk of Kyauktan.
Maung Tha Zan, Ywathugyi, Pauktaw.
Maung Ni, Ywathugyi, Tawa.
Maung Kyaw, Lugyi, Zibin.
U Kyi Gale, Ywathugyi, Makyet.

THARRAWADDY DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	136	161	25	...
Pupils	4,104	5,075	971	...
Full passes	319	1,007	688	...
Results-grants paid	4,150	5,758	1,608	...
Certificated managers	3	5	2	...
Certificated assistant teachers	17	15	...	2

The prospect of results-grants held out to monasteries has, Maung Pru states, resulted in the admission to the list of several monastic schools, hence the increase of schools and pupils. At the same time, lay schools appear to have fallen in numbers. Whilst the number of schools and pupils has risen, the standard of tuition has retrograded: in the whole district only 18 boys have reached Standard IV.

PROME DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	258	254	...	4
Pupils	6,902	8,068	1,166	...
Full passes	223	685	462	...
Results-grants paid	3,232	3,946	714	...
Certificated managers	4	5	1	...
Certificated assistant teachers	18	20	2	...

Vernacular education continues to thrive in Prome under the judicious supervision of Maung Po Maung. Prome town keeps the lead; Padaung and Shwelè townships make little progress. The townships of Shwedaung, Paungdè, Mahathaman, and Thigôn show improvement, but at Paungdè town managers and teachers have suffered disappointment that has disheartened them. The attention of the Municipality should be called to this and an enquiry made. Vernacular education in the town is not supported as it should be, and promises held out have not been fulfilled. Pupils appear to have increased in number. The explanation is, that instead of taking the number of pupils actually in attend-

ance at the time of the Deputy Inspector's examination for results-grants, as was done last year, the average attendance during the working session is given. The increased number of passes is due to the introduction of the intermediate standards. Two passes by Standard VII were gained, but Standard IV is the mean high-water mark.

In Prome town one addition has been made to the small but valuable list of schools independently maintained by certificated managers. Enterprise in this direction is attended with much difficulty and needs watchful aid. The best schools of this class are conducted by Maung Aung Dôk at Padigôn and Maung Hmat at Prome. One independent school had to be relinquished last December.

Of the 20 certificated teachers at work in this district 5 are females.

Irrawaddy Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	996	1,020	24	...
Pupils	21,489	23,982	2,493	...
Full passes	900	2,618	1,718	...
Results-grants paid	12,107	12,217	110	...
Certificated managers	5	8	3	..
Certificated assistant teachers	67	60	...	7

Although Thayetmyo and Thôngwa show increases under nearly every head, whilst in Henzada and Bassein there has been a loss of schools and pupils, it must not be inferred that the latter two districts are losing ground. The number of full passes has increased in greater proportion in the two districts where the schools have diminished in number.

In this division the rise in pupils exceeds the loss shown in the previous year by 1,252, which may be taken as net increase.

Six certificated assistant teachers less in Henzada must seriously affect six schools, and Thôngwa district can ill afford to lose four; Bassein has gained two and Thayetmyo one, making a net decrease of seven.

Bassein District.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	197	183	...	14
Pupils	4,991	4,700	...	291
Full passes	252	614	362	...
Results-grants paid	2,931	2,929	...	2
Certificated managers	...	2	2	..
Certificated assistant teachers	12	14	2	...

Of the towns, Bassein takes the lead in number of pupils and standard of attainments. Nowhere else has Standard V been reached. Kyônpyaw township is specially commended by Maung Po Nwe. Here we find the largest number of boys and girls under instruction. Unlike the rest of the district, eager desire for education is apparent.

Although lacking the services of certificated assistant teachers, the schools generally are promising. Thigwin and Myaungmya townships are the most backward.

Maung Po Nwe discovers a general disinclination to pay fees for instruction in Burmese, which can be got free at the monasteries; consequently, children of ignorant parents in large numbers waste their time at monastic schools. Hence the general low standard of education in many parts of the district. Lay schools and certificated masters are wanted.

THÔNGWA DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	268	325	57	...
Pupils	6,249	8,363	2,114	...
Full passes	293	950	657	...
Results-grants paid	4,414	4,937	523	...
Certificated managers	2	3	1	...
Certificated assistant teachers	23	19	...	4

Most of the new schools are monastic and a further increase is anticipated. Every township has contributed towards the large increase of pupils.

Passes, as elsewhere, have increased largely, and are chiefly due to the introduction of Standard I. Standard IV has been reached by only eight pupils of the three independent schools under certificated managers; the one in Yandoon town is doing the best.

Except in two instances, the certificated assistant teachers have worked well.

HENZADA DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	169	92	...	77
Pupils	4,384	3,089	...	1,295
Full passes	217	801	584	...
Results-grants paid	3,705	3,129	...	576
Certificated managers	1	2	1	...
Certificated assistant teachers	24	18	...	6

Maung Tun Hla's report accounts for the loss of schools and pupils in this district. In former years, if children were found able to read and write ever so little, the school at which they were taught received a small grant. This year such partial passes cannot be admitted. In every township numbers of schools exist where no provision is made for teaching arithmetic, and 78 such schools had to be transferred to the list of unrecognized schools. Henzada township furnished 20 examples. Although the number of pupils attending little schools of this description is small, the aggregate is sufficient to make a perceptible diminution, hence the loss of 1,295 children. These children, however, are individually no worse off than before, and eventually they may gain by the action of the department, as many of these schools may be induced to raise their standard of tuition by teaching a little arithmetic.

Results-grants would drop as a natural consequence of the action described; but the amount is further diminished by the disappearance of Ma Hintha's Girls' school and the conversion into an Anglo-Vernacular school of the American Baptist Mission Burmese school, Henzada.

Maung Po Ka, the manager of a popular school in Henzada town, passed in the last School-management examination.

All the schools employing certificated assistant masters are commended, and two schools that have no such aid, under managers Ma Min Nwe of Lemyethna and Maung Po Wun of Zalun, are favourably mentioned.

Almost every school is reported to be now training pupil-teachers, many of whom may be expected to appear at the Certificate examination of 1892-93.

The name of Maung Po Bye, Subdivisional Officer, Henzada, is mentioned as prominently active in connection with the indigenous schools of that town.

THAYETMYO DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	362	420	58	...
Pupils	5,865	7,830	1,965	...
Full passes	138	253	115	...
Results-grants paid	1,057	1,222	165	..
Certificated managers	2	1	..	1
Certificated assistant teachers	8	9	1	...

This district is advancing. Kama, Sinbaungwe, and Minhla are the leading places. Thayetmyo and Mindôn townships are the most backward. None show pupils higher than Standard IV. In Ywataung Standard III and in Myedè Standard II are the highest reached.

Where certificated assistant teachers are employed, schools are progressing, but the paucity of certificated men is a hindrance. Of the two schools under certificated headmasters, one had to be closed.

Tenasserim Division.

Description.	1890 91	1891-92	Increase.	Decrease
Schools	400	272	...	128
Pupils	13,018	10,697	...	2,321
Full passes	824	2,407	1,583	...
Results-grants paid	9,638	18,474	8,836	...
Certificated managers	11	16	5	...
Certificated assistant teachers	43	40	...	3

Again, Shwegyin district has to show a decrease in schools and pupils. I think probably many struck off the list in 1891-92 should have been removed in 1890-91, but the Deputy Inspector was appalled at the extent of the reduction and hoped to save some of the schools. The sweep was necessary, and education loses nothing in efficiency; on the contrary the educational agency in Shwegyin was never in better order.

In Toungoo there is a trifling decrease. The remaining districts have only increase to record under every head.

Decided progress has been made in the backward districts of Tavoy and Mergui.

Moulmein Town.

Description	1890-91.	1891-92.	Increase	Decrease.
Schools	25	28	3	...
Pupils	1,409	1,535	126	...
Full passes	185	455	270	...
Results-grants paid	2,144	4,235	2,091	...
Certificated managers	4	4	...	...
Certificated assistant teachers	7	5	...	2

Towards the close of the year the Deputy Inspector was suspended and his *locum tenens* found the office records defective. Moulmein town is rich in spacious monasteries, but only six monastic schools are registered; the majority make no provision for teaching arithmetic, nor in fact for any instruction other than religious. Of the four schools under certificated managers, two were opened independently and two are connected with missionary societies. Good work is being done by the lay schools. Standard V has been reached by six boys in Maung Shwe Than's lay school. Maung Waik, the Acting Deputy Inspector, has organized a Teachers' Association. Three meetings have been held and the movement, which seems popular with the Indigenous school-managers, should become beneficial in many ways. Only five certificated assistants are employed in the town against seven in the previous year. There is room for more.

Amherst District.

Description.	1890-91	1891-92.	Increase	Decrease.
Schools	34	42	8	...
Pupils	1,352	1,625	273	...
Full passes	118	550	432	...
Results-grants paid	859	1,487	628	...
Certificated managers	1	4	3	...
Certificated assistant teachers	11	12	1	...

The Deputy Inspector visited 131 Talaing schools where no Burmese is taught. In many places the Talaing pôngyis were so imperfectly acquainted with Burmese that the Deputy Inspector had difficulty in carrying on conversation in that language. Such localities are educationally backward and may need special treatment.

TAVOY DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	15	18	3	...
Pupils	862	955	93	...
Full passes	125	366	241	...
Results grants paid	1,452	1,890	438	...
Certificated managers	3	2	...	1
Certificated assistant teachers	8	7	...	1

Some progress is being made in Tavoy district. Lay schools are the only reliable agency. Maung Tun On reports that in Tavoy town there is not a single kyaung which follows the prescribed course of instruction. Some pôngyis appear to be quite willing to do what is necessary to entitle them to earn results-grants, but their monastery stewards (ကျောင်းစောင့်), as spokesmen of the pôngyis' supporters, object on the ground that the pôngyis' teaching should be confined to religious subjects. This is doubtless the attitude of the orthodox Buddhist, who cannot conscientiously allow the pôngyi to lower his position by accepting a Government subsidy and submitting to departmental regulations.

Schools have increased by three and there is a prospect of further increase in the district, but the managers are not very competent, and much must not be expected at first. The people engaged chiefly in fishing and agriculture do not set a high value on schools, and are strongly averse to any fee beyond the customary annual basket of rice.

Pupils have increased in number, about in proportion to the increase in schools.

Full passes, as might be expected, are much more numerous, but the standard has fallen.

The increased amount earned as results-grants is a good sign. In the district, however, great discouragement has been caused by heavy deduction from the money earned in village schools.

This fact, and the fee difficulty, has probably had something to do with the reduction in the number of certificated managers and certificated assistant teachers engaged.

The Tavoy Municipal Committee have insisted on a tuition fee, and since the 1st April 1891 4 annas has been the minimum rate, though I am not aware of any school in Tavoy town that is able to get a higher rate.

Maung Shwe Nya, Thugyi of Nyaungzin circle, is the only thugyi who has rendered the Deputy Inspector active assistance.

The best schools are—

American Baptist Mission school, Tavoy.
Maung Tha Byu's school, Wekyun.

The following schools have retrograded :—

Maung Shwe Khaing's school, Tavoy.
U Te's school, Tavoy.

MERGUI DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	5	9	4	...
Pupils	190	530	340	...
Full passes	42	156	114	...
Results-grants paid	352	856	504	...
Certificated managers	2	2	...	...
Certificated assistant teachers	2	2	...	...

This district, added to Tavoy, forms one Deputy Inspector's charge. During the year under report the Deputy Inspector's work in Mergui district has been shared by the newly appointed Sub-Inspector, Maung Po Gywe, with good results. Decided improvement has taken place as the figures indicate.

In Mergui, as in Tavoy, monastic schools have done very little for education, but Maung Tun On expresses the hope that since results-grants have again been thrown open to them, pôngyis will qualify themselves to teach the prescribed subjects.

Of the four newly registered schools, two are lay and two monastic, both schools being limited to Standards I and II. During the year three monastic schools, one in Mergui town and the other in Tenasserim, were able to earn small grants.

The large increase to the number of pupils brought under instruction in recognized schools is very gratifying.

Full passes have, as might be expected, increased in number, but, as in Tavoy district, there is a falling off in the number under Standard IV.

Results-grants earned are more than double the previous year's total.

The number of certificated managers and certificated assistant teachers remains very small owing to the reluctance of the people to pay school-fees for Vernacular tuition.

Tavoy, and more especially Mergui, are remote, old-fashioned localities, and western notions are unfamiliar. The revolution can best be effected by the tact of good certificated Headmasters able to maintain schools of their own, and special encouragement must be given to men of this description willing to undertake a difficult task.

At Palaw the school makes no progress, the villagers being very indifferent. The fee rate has been raised from 1 anna to 1½ annas. The Myoôk and the thugyi told the Deputy Inspector that a higher rate cannot be expected as Government had built a wharf, market, lugyi's court, and circuit-house from money collected from the villagers, most of whom are fishermen and cultivators.

At Palaw the Sub-Inspector induced the thugyi's son to start a school, but no fees are levied. The Deputy Inspector thinks something can be done here.

Tenasserim has two monastic schools that are not of much value. There is a Government school building, where at one time free education was provided, but the people say they cannot afford a fee of even 2 annas a month, consequently no certificated man is likely to try and make a living there. Mr. Batten, the Deputy Commissioner, confirms the statement regarding the poverty of the villagers.

Cases of this sort are perplexing, but if the people do not want anything more than the monastery provides, it seems undesirable to supply *gratis* what is not valued.

Considering the inert attitude of the people with regard to Vernacular schools, the progress effected is very creditable to Maung Tun On and Sub-Inspector Maung Po Gywe.

SHWEGYIN DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	206	62	...	144
Pupils	5,629	2,491	...	3,138
Full passes	265	675	410	...
Results-grants paid	4,021	3,984	...	37
Certificated managers	1	4	3	...
Certificated assistant teachers	7	7	...	...

Maung Tu makes a very full and thoughtful report on Indigenous schools and Primary education in Shwegyin district.

Notwithstanding the figures ranged under the heading of "Decrease," much real improvement has taken place which cannot be tabulated, but may be expected in due time to become apparent. Shwegyin town has good lay schools. Pyuntaza and Bilin have the largest number; Kyaikto has improved a great deal;

Sittang and Kyaukgyi want to have free education provided by Government, and have in some places behaved so shabbily to school-masters that the Deputy Inspector thinks they do not deserve any State aid at all.

If aided by a Sub-Inspector of Schools, Maung Tu's work would be doubled. He is a good officer and will do much to provide education in the district.

TOUNGOO DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	115	113	...	2
Pupils	3,576	3,561	...	15
Full passes	89	205	116	...
Results-grants paid	810	1,022	212	...
Certificated managers	...	...	...	...
Certificated assistant teachers	8	7	...	1

This district has to depend on a large number of monastic schools of the ordinary type, and, without the aid of certificated assistant masters, very little advance can be expected. Unfortunately there are seven certificated teachers amongst 113 schools.

Toungoo town has some good lay schools, of which Saya Gwet's is the best.

At Wadi, Zayawadi township, U Sanda has a good school which, with the energetic aid of the certificated teacher Maung Tha Zan, bids fair to reach the 7th standard.

Special Classes.

54. *General Statistics of Mahomedan and Karen Schools.*

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	474	464	...	10
Pupils	13,680	14,552	872	...
Full passes	1,119	2,908	1,789	...
Results-grants paid	20,102	22,183	2,081	...
Certificated managers	2	1	...	1
Certificated assistant teachers	14	17	3	...
Certificated Karen teachers	172	192	20	...

As stated in last year's report, the figures relate almost wholly to Karens, who are found only in Pegu, Irrawaddy, and Tenasserim divisions. Full details regarding them are found in subsequent paragraphs of this report.

The Mahomedans belong to the Akyab district of the Arakan Division, where alone are found schools fulfilling the conditions of registration. In other parts of the country there are a few so-called schools, but they belong to the private school list, and information concerning them will be found in Section IX of this report.

A few Chins are under instruction under the American Baptist Missionary's superintendence in the Sandoway and Henzada districts. Special information regarding the above three races will be found in Section VIII.

Arakan Division.

The only races in this division for whom any special provision is made are Mahomedans and Chins. For the former education is chiefly carried on in the Akyab district, and the latter in Sandoway.

The Mahomedans show little progress, but interest is being awakened. Chin boys and girls are collected in the American Baptist Mission Boarding school, Sandoway, where they receive instruction in Burmese.

At the small Government Primary school, Paletwa, attempts are still made to bring Kwèmis and Chaungthas under instruction, but with very little success.

Mahomedans.

AKYAB DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	23	5	...	18
Pupils	557	165	...	392
Full passes	...	26	26	.
Results-grants paid	120	1,226	1,106	...
Certificated managers	...	..	...	...
Certificated assistant teachers	...	1	1	...

The inability to teach arithmetic has disqualified 18 out of 23 schools for a place on the list of recognized schools. Until proper teachers are available no real progress can be expected.

RANGOON TOWN.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	1	2	1	...
Pupils	38	205	167	...
Full passes	8	18	10	...
Results-grants paid	...	861	861	...
Certificated managers	...	...	...	...
Certificated assistant teachers	...	...	...	...

The Madrasa-i-Islamia remains as in 1890-91 on the list of Vernacular schools. Some English is taught, but no steps have been taken for the registration of the school as an Anglo-Vernacular institution. Two other small schools have been opened in the town.

SANDOWAY DISTRICT.

The condition of the American Baptist Mission school for Chins remains as it was described in the report for last year. Progress is necessarily slow. The Chins contribute towards the cost of the boarding expenses.

General Statistics of Karen Schools.

Pegu, Irrawaddy, and Tenasserim Divisions.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	450	457	7	...
Pupils	13,085	14,182	1,097	...
Full passes	1,116	2,869	1,753	...
Results-grants paid	19,982	20,596	614	...
Certificated managers	2	1	...	1
Certificated assistant teachers	14	16	2	...
Certificated Karen teachers	172	192	20	...

Pegu Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	112	119	7	...
Pupils	8,144	8,392	248	...
Full passes	808	698	890	...
Results-grants paid	5,790	4,861	...	929
Certificated managers	2	1	...	1
Certificated assistant teachers	6	6	...	...
Certificated Karen teachers	46	61	15	...

Maung Lu has been relieved of the charge of Thôngwa district since the beginning of 1891-92.

There is again a falling off in the results-grants earned.

The decline in grants earned occurs in the Tharrawaddy and Pegu districts. Hanthawaddy has earned Rs. 202 more than in the previous year. Schools, pupils, and full passes have all increased in number. More teachers have also been employed.

HANTHAWADDY DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	50	52	2	...
Pupils	1,347	1,355	8	...
Full passes	132	226	94	...
Results-grants paid	1,818	2,020	202	...
Certificated managers	1	...	...	1
Certificated assistant teachers	8	8	...	...
Karen certificated teachers	17	24	7	...

Great activity continues to be displayed amongst the non-Christian Karens. Maung Lu acknowledges the valuable help of Saya Bein of Kungyangôn and Ko Kaing of Yetho, both men of influence amongst the Karens. The general advance is satisfactory.

PEGU DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	84	88	4	...
Pupils	969	1,080	111	...
Full passes	102	234	132	...
Results-grants paid	2,132	1,706	...	426
Certificated managers	1	1	...	...
Certificated assistant teachers	8	8	...	...
Karen certificated teachers	16	21	5	...

The year has been very successful. Maung Lu says attempts have been made to introduce the regular payment of school-fees, but to the Karens the practice is distasteful, while contributions in kind are made liberally.

U Bya Galè, A.T.M., of Payathônzu, U Shwe Pu of Yindikepin, and Po Grah of Pôngyi, have been zealous for education.

THARRAWADDY DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	28	29	1	...
Pupils	828	957	129	...
Full passes	69	233	164	...
Results-grants paid	1,840	1,135	...	705
Certificated managers	...	...	...	...
Certificated assistant teachers	...	...	...	...
Karen certificated teachers	13	16	8	...

On the whole Tharrawaddy district has done well this year. The people are showing greater interest in school work. U Tun Aung of Singu, Ko Dee Po of Sindalin, U San Ya of Taungboshè, have been helpful in many ways.

Irrawaddy Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	224	230	6	...
Pupils	6,282	7,191	909	...
Full passes	584	1,467	933	...
Results-grants paid	10,664	11,401	737	...
Certificated managers	...	...	...	...
Certificated assistant teachers	4	6	2	...
Certificated Karen teachers	78	92	14	...

From the beginning of 1891-92 Bassein district formed a separate charge under one Deputy Inspector; the districts of Henzada, Thôngwa, and Thayetymo a separate charge under another Deputy Inspector. By this separation the schools receive better attention. It will be seen from the foregoing table that under every head increase has taken place. Maung Shwe Ni of Bassein and Maung Pa of Henzada *cum* Thôngwa district both report good progress.

Thôngwa District.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	82	87	5	...
Pupils	2,208	2,648	440	...
Full passes	228	529	301	...
Results-grants paid	2,863	3,709	846	...
Certificated managers	...	...	...	...
Certificated assistant teachers	2	4	2	...
Certificated Karen teachers	17	24	7	...

The Karen population is reported to be steadily increasing. As new villages are formed, new schools spring up, chiefly under Christian management. In Christian villages the building used as a place of worship on Sunday becomes the school-house the rest of the week. Non-Christian village schools are not so well housed, most of the buildings being very primitive shanties, without even mat walls.

The townships of Yandoon, Pantanaw, and Dedayè need a little stimulating, but in the other four townships, Thôngwa, Shwelaung, Danubyu, and Pyapôn, good progress is being made.

Although there are no schools independently conducted by certificated headmasters, four certificated assistant teachers are employed, the people paying half their salary.

Certificated Karen teachers have been increased by seven, but here, as in other districts, dissatisfaction is expressed with third grade teachers. Karen schools now demand better qualifications.

If the imperfect teaching of English, to which the Karen clings, could be excluded, much time now wasted would be more profitably spent. The smattering of English imparted is of no use, and of course it is not recognized.

On the whole Thôngwa district has done well.

Bassein District.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	108	102	...	6
Pupils	3,091	3,218	127	...
Full passes	217	619	402	...
Results-grants paid	5,645	5,562	...	83
Certificated managers	...	...	...	...
Certificated assistant teachers	1	1	...	...
Certificated Karen teachers	45	51	6	...

Notwithstanding the loss of six schools, education is gradually spreading over a wider area and advancing to a higher stage. Out of nine townships six reach Standard IV, and one passed boys by Standard V; none fall below Standard III.

The leading schools are at Kangyi, Payachaung, Anangôn, Mithwèdaik, Asugyi, and Singugyi.

For many years the Reverend Father Keru of Myaungmya has done much for Karen education. The results-grants system is reported to be invaluable.

Of the salary-grant system the Deputy Inspector says—

"It has been on trial and is found working quite well. It is liked and called for more in this district this year than in past years. No doubt in the course of a few years its popularity will be greatly enhanced."

Certificated teachers "are just the kind the people want to have," but the supply is not equal to the demand.

A noteworthy statement is made that the establishment of schools by unqualified teachers is not on the increase; it is now stationary.

HENZADA DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	34	41	7	...
Pupils	983	1,325	342	...
Full passes	89	319	230	...
Results-grants paid	2,156	2,130	...	26
Certificated managers	...	...	...	...
Certificated assistant teachers	1	1	...	...
Certificated Karen teachers	16	17	1	...

Progress is not rapid in this district; still there is a forward movement. Pwo-Karens and non-Christian Sgau-Karens, Maung Pa reports, are showing greater interest in school-work than in past years. A good deal of time is wasted on learning English from teachers quite incapable of teaching that language.

The difference between the bare huts that form the school-houses in non-Christian villages and the well furnished chapel made available in Christian villages is commented on.

THAYETMYO DISTRICT.

There are no Karen schools at present in the Thayetmyo district.

Tenasserim Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	114	108	...	6
Pupils	3,671	3,599	...	72
Full passes	279	709	430	...
Results-grants paid	3,528	4,334	806	...
Certificated managers	...	...	...	...
Certificated assistant teachers	4	4	...	9
Certificated Karen teachers	48	39	...	...

Of the six districts in this division, four, namely, Amherst, Tavoy, Mergui, and the Salween Hill Tracts, form one charge, entrusted to an unassisted Deputy Inspector. The other two districts, namely, Toungoo and Shwegyin, are under a Deputy Inspector, who is also in charge of the Burmese work in Toungoo district. The work cannot be efficiently done, and it will be necessary next year to appoint a Sub-Inspector to each.

Out of 108 schools 81 belong to the two districts of Amherst and Toungoo, leaving 27 divided amongst the remaining four districts, Tavoy, Mergui, Salween Hill Tracts, and Shwegyin. These four need closer inspection than can now be

given. The Toungoo Deputy Inspector also needs assistance, as travelling is difficult and slow.

Amherst and Tavoy show advance; but the other districts remain very backward.

SHWEGYIN DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	11	9	...	2
Pupils	462	364	..	98
Full passes	23	95	72	...
Results-grants paid	406	404	...	2
Certificated managers	...	...	...	...
Certificated assistant teachers	...	..	...	...
Certificated Karen teachers	2	1	...	1

The nine Karen schools are confined to three townships. Kyaukgyi has five schools, Pyuntaza three, and Shwegyin one. Karens in these districts are chiefly cultivators in a small way. Maung Shah Nwe's boarding school at Shwegyin has rather more than one-third of the Karen school boys of the whole district. The institution is liberally supported by the Karens, but their means are limited. Tuition is carried up to the 5th standard. The other schools do not get beyond Standard II, which is as much as can be expected until they obtain the aid of Karen certificated teachers. By the introduction of Standards I and II these village schools have been able to show a larger number of passes.

The people are willing to contribute towards the support of trained school teachers, and when these are available the usual progress will follow.

TOUNGOO DISTRICT.

Description.	1890-91.	1891-92	Increase.	Decrease.
Schools	34	32	...	2
Pupils	1,333	1,211	...	122
Full passes	107	234	127	...
Results-grants paid	1,303	1,678	375	...
Certificated managers	...	...	..	...
Certificated assistant teachers	1	1	...	...
Certificated Karen teachers ...	21	16	...	5

Two schools which failed to keep open for four months have been removed from the registered list and classed as private schools.

Cholera in the villages has reduced the attendance at many schools and a general depression has been felt.

The American Baptist, the Roman Catholic, and the S. P. G. Mission have boarding schools in Toungoo town for Karens. In the American Baptist Mission school the standard for admission has been raised.

AMHERST DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	46	49	3	.
Pupils	1,368	1,538	170	...
Full passes	114	311	197	...
Results-grants paid	1,182	1,585	403	...
Certificated managers	...	..	.	...
Certificated assistant teachers	2	2	...	...
Certificated Karen teachers ...	16	15	...	1

The Deputy Inspector's report furnishes particulars of 8 out of 11 townships. The three townships where no educational work is shown are Zaya, Yelamaing, and Wagaru. The backward township of Martaban shows an increase of 33 pupils, but from the whole township only 9 full passes were obtained, and

results-grants fell off by Rs. 43. Pagat has no good school; the people are very poor, and the township has no Christian Karens to take the lead in education. In the other six townships the state of affairs is much the same as in the previous year. The Gyaing-Salween township is the only one that was able to draw larger results-grants under the new than under the old rules. Everywhere else there seems to have been a reduction in the amount earned under optional subjects, from which many pupils were excluded, because they did not fully pass in the compulsory subjects.

Besides the two certificated assistant teachers and the 15 Karen certificate-holders now employed, there are vacancies for two more certificated assistant teachers and four more Karen certificate-holders.

Karen certificate-holders are less by one than in 1890-91, the Karen assistant at Maung Ku Lawa's school, Balugyun, having left to set up a school of his own in the town.

TAVOY DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	7	7	...	...
Pupils	159	182	23	...
Full passes	11	33	22	...
Results-grants paid	164	190	26	...
Certificated managers	...	...	...	...
Certificated assistant teachers	1	1	...	...
Certificated Karen teachers	3	2	...	1

The figures under the head of pupils, full passes, and results-grants show a slight forward movement. Poverty retards educational work. In the central township the American Baptist Mission propose to open two new schools, intended to be in operation during the dry season only.

MERGUI DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	12	9	...	3
Pupils	291	263	...	28
Full passes	23	30	7	...
Results-grants paid	473	477	4	...
Certificated managers	...	...	...	...
Certificated teachers	...	...	...	...
Certificated Karen teachers	6	5	...	1

Palaw township owns six out of the nine Karen schools. Education has shown a tendency to slip back.

SALWEEN HILL TRACTS.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	4	2	...	2
Pupils	58	41	...	17
Full passes	1	6	5	..
Results-grants paid	...	...	...	...
Certificated Karen teachers	...	...	...	...
Certificated teachers	...	...	...	...

In this wild region, even with the most careful nursing, schools have a very uncertain existence. Maung Pala Paw's school at Papun with difficulty earned Rs. 67-8-0. No other school earned anything.

SECTION VI.

SPECIAL INSTRUCTION.

55. This section deals with—

(i) Training schools for teachers.
(ii) Technical schools.
(iii) Schools for professional instruction.

56. The statement below gives the leading statistics for the past two years :—

Class of institution.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools	Pupils.
Training schools for masters	2	51	2	68
Training schools for mistresses	2	80	2	21
Schools of art	...	...	...	...
Law schools	...	...	...	..
Engineering and Survey schools ...	14	391	12	295
Industrial schools	1	51	1	18
Other schools	1	45	1	59
Total	20	568	18	456

The training schools remain unchanged in number, but Anglo-Vernacular classes have been added to the one at Moulmein.

Survey schools are under the control of the Director of Land Records. The two schools closed were at Mergui and Sandoway.

The only Industrial school is St. Peter's Roman Catholic Mission Institute at Bassein. Just before the close of the year St. Luke's S. P. G. school, Toungoo, registered its printing and book-binding workshop as an industrial department, but it is not included in the statistics for 1891-92.

57. A.—*Training Schools for Teachers.*

The following are the figures for the last two years :—

Name of school.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
Normal school, Akyab	1	32	1	32
Normal school, Moulmein	1	19	1	31
Female Normal class, Rangoon .. .	1	20	1	15
Female Normal class, Moulmein	1	10	1	6
Total ...	4	81	4	84

All the Normal schools of the province have been during the year reorganized so as to fall in with the new rules for teachers' tests. The figures next year will be much higher. The passes gained are given below. They were all Vernacular, the Anglo-Vernacular branch of the Moulmein Normal school being only in its second year. Three years are necessary to complete the course. There was a special examination held in December to enable all those who had hitherto worked under the old system to pass out. The first examination under the new system takes place in December 1892.

The passes gained were as follows; they are all Vernacular :—

Name of school.	1890-91.	1891 92.
Akyab Normal school	8	8
Moulmein Normal school	4	2
Rangoon Female Normal school	5	5
Moulmein Female Normal school	5	6

The first place amongst the successful examinees was taken by a student from the Government Normal School, Moulmein.

From Akyab a student from the Mahomedan department has for the first time succeeded in gaining a certificate.

The two Female Normal schools working in connection with the American Baptist Mission Girls' schools did well.

58. **B.**—*Schools for Professional and Technical Instruction.*

Industrial and Technical Schools.—The St. Peter's Industrial school was examined, as last year, by a professional board of examiners and did well. The work is being carried on very systematically and well.

Sanction was given for the award of 12 scholarships, to be distributed among the students of the four standards at work in each branch.

Kindergarten and Vocal Music Classes.—The class in the American Methodist Episcopal school is still at work, and classes have been opened in connection with the Sgau and Pwo Karen schools, Bassein. Music has been made the subject of examination for the first time at the same two schools. I wish this were taken up more largely by all schools.

The Diocesan schools have had good singing classes under the tuition of W. Sherriff, Esq., who has very kindly given his spare time for teaching the Tonic Sol-fa system

Kindergarten teaching has been taken up systematically, and a teacher supplied by the Government in the Government Normal school, Moulmein, and in the American Baptist Mission, Kemmendine, American Baptist Mission, Moulmein, and the St. John's Convent, Rangoon, Normal schools.

Medical and Engineering.—The 25 Medical and Engineering scholars were distributed as below:—

Seebpore Engineering College	8
Calcutta Medical College	5
Madras Auxiliary Medical School	13
Attending hospitals in the province for the pre-collegiate course	4
Total ...	25

Of the five medical students, four are women; one was dismissed the college and her scholarship withdrawn for insubordination and disobedience of orders Miss Forbes is still undergoing her practical course. Miss Watts and Miss Imrie are making good progress in their studies.

The only remaining male student (Maung Mya) passed out during the year and has obtained an appointment in the province.

One Engineering and three Hospital Assistant scholars passed out during the year and have obtained appointments in the province.

Maung Pe Maung, Engineering, and Maung Kyi Nain, Hospital Assistant scholars, were compelled to leave college owing to their failure to pass, and Maung Shwe Mu, Hospital Assistant scholar, appointed during the year, failed to take up his scholarship as his relatives refused to execute the security bond.

The Dufferin Maternity Hospital presented for examination 20 candidates during the year; 8 passed in sick-nursing and 12 in midwifery.

It is a matter for congratulation that whereas five years ago there was not a trained nurse and midwife who could speak Burmese, there are now 50 such practising among their own people in the province.

The grant of Rs. 8,000 yearly from Provincial and Municipal Funds is being continued to the institution.

SECTION VII.

Female Education.

59. The following are the leading figures in connection with female education :—

Class of school.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
Under public management—				
Maintained by the Department	2	80	2	21
Maintained by Municipal Boards	2	114	1	88
Under public management—				
Aided by the Grant-in-aid Rules of 1887	15	1,042	14	783
Aided under the Rules for Indigenous Schools	88	875	45	1,245
Unaided under the Rules for Indigenous Schools	9	120	11	83
Total ...	66	2,181	73	2,220
Boys' schools to which girls are admitted	991	10,878	962	12,026
Private institutions of indigenous instruction	453	1,569	398	1,959
Grand Total .	1,510	14,628	1,433	16,205

A few changes have taken place. Schools managed by the Department, namely, the two Normal schools for girls, remain as before, working in connection with the American Baptist Mission Girls' schools at Rangoon and Moulmein. A Normal school for the training of European mistresses has been opened in connection with the St. John's Convent, Rangoon, but the figures for this will appear in next year's report.

Of the two schools under Municipal Boards, one, the Shwedaung Girls' school, has been absorbed by Maung So's lay school. The Rangoon Municipal school has thriven.

Schools aided under the Grant-in-aid Rules are one less in number. Three have been transferred to the list of schools aided under Indigenous School Rules, and two, the Bishop's Home for Girls, Rangoon, and St. Anne's Convent, Akyab, have been added to the register.

Boys' schools to which girls are admitted were less by 29, but the number of pupils increased by 1,148.

Private institutions also show a gain in pupils, though the number of schools was less.

Deputy Inspectors generally are of opinion that mixed schools suit the present requirements of the Burmese better than distinct schools for girls. Old objections are still strongly maintained. At one district where a trained mistress opened a school, only very young girls could be induced to attend ; the older ones (that is, those more than 9 or 10 years of age) were shy about joining.

The Arakanese, on the other hand, object to mixed schools, without, however, advocating girls' schools. Female education meets with very little approval in Arakan.

At Dabein, in the Pegu district, Pôngyi U Thagara has a school for girls connected with the monastery and takes much interest in it.

Amongst the Karens, boys and girls commonly attend school together. In Bassein district passes by girl pupils increased from 49 to 234. In female education the Christian Karen is taking the lead. The Karen Deputy Inspectors repeat their statement that Karen female teachers are wanted.

60. The following is a statement of the passes secured by girls in the various schools :—

Schools.	Entrance.		Middle stage.		Upper Primary stage.		Lower Primary stage.		Remarks.
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	
Government and Municipal ...	...	...	4	...	5	8	6	31	
Registered under Grant-in-aid Rules of 1887.	11	...	15	24	100	227	99	850	
Burmese Indigenous	...	...	...	6	72	111	348	1,819	
Karen Indigenous	...	...	...	8	53	158	243	687	
Mahomedan	...	...	...	...	...	...	...	1	
Total ...	11	...	19	38	230	504	696	2,888	

Entrance passes have fallen from 11 to none. I am afraid this has been due to the hurried and ill-advised promotion of girls unfit for it before the 8th Standard came into force. Middle school passes show an increase. Primary passes have increased in girls' schools of all kinds—English, Burmese, Karen, and Mahomedan.

61. Reference has been made to the work of the female medical students in the preceding section.

SECTION VIII.

Education of Special Classes.

(a) *Europeans.*

62. The following is a statement showing the number of schools attended by Europeans only and the number of pupils in them :—

Class of schools.	Number of schools on 31st March		Number of scholars on the 31st March					
			1890-91.			1891-92.		
	1890-91.	1891-92.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
Aided, for boys. High schools...	...	1	...	...	...	116	...	116
Aided, for boys. Middle schools	2	...	62	16	78	...	...	...
Total ...	2	1	62	16	78	116	...	116
Aided, for girls. High schools...	3	4	72	350	422	89	429	518
Aided, for girls. Middle schools	6	5	127	221	348	71	135	206
Total ...	9	9	199	571	770	160	564	724
Total Secondary Schools ...	11	10	261	587	848	276	564	840
Primary Schools—								
For boys	1	1	19	34	53	14	30	44
For girls	...	1	...	...	...	...	21	21
Total Primary Schools ...	1	2	19	34	53	14	51	65
Special Schools—								
For boys	...	...	...	...	...	...	...	...
For girls	1	1	16	29	45	36	23	59
Total Special Schools ...	1	1	16	29	45	36	23	59
Grand Total ...	13	13	296	650	946	326	638	964

This leaves the number of schools the same, but the number of pupils has increased by 18.

The Episcopal Methodist Kindergarten class, Rangoon, is still the only one in connection with European schools. One has been opened since 1st April in connection with the St. John's Convent, Rangoon.

In the following schools European pupils are specially provided for :—

	Pupils.
St. John's Convent, Rangoon	198
Episcopal Methodist, Rangoon	104
Diocesan Boys' School, Rangoon	121
Diocesan Girls' School, Rangoon	125
Old Convent (English), Rangoon	57
St. Philip's School, Rangoon	44
Methodist Episcopal (Kindergarten), Rangoon	59
Bishop's Home, Rangoon	21
Cantonment School, Moulmein	45
St. Matthews' School, Moulmein	35
Eurasian Home School, Moulmein	56
St. Joseph's Convent, Moulmein	120
Girls' School, Akyab	81
Total ...	1,016

Of the foregoing 1,016 pupils, only 964 are Europeans or Eurasians, the remaining 52 being made up of 22 Native Christians, 8 Jews, and 22 others, nearly all Buddhist Burmans. The other schools open to all races, but which are attended largely by Europeans, are the same as last year, namely, St. John's College, S. P. G., 113 pupils, St. Paul's High school 218, and the American Baptist Mission Boys' school 49 pupils, all in Rangoon, and St. Patrick's High school, Moulmein, with 81 pupils, account for the majority of the 746 European pupils attending schools open to all races.

63. The following is a statement of the cost of European education in the 13 schools maintained for European children only :—

Head of expenditure.	1890-91.		1891-92.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
Secondary education	17,193	44,671	15,953	47,108
Primary education	...	794	..	3,259
Special education	...	752	...	454
Scholarships	670	670	1,169	1,169
Buildings	..	8,157	9,000	9,351
Superintendence	...	8,040	...	8,200
Furniture and apparatus (special grants only)	...	850	808	1,768
Miscellaneous	450	2,500	420	1,483
Total ...	18,313	66,434	26,850	72,787

64. The following table gives the particulars according to the stages of instruction for the 10 Secondary and Primary schools open to Europeans only :—

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage but have not passed beyond the lower secondary (middle) stage. 2			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage. 3			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage. Reading printed books. 4			Not reading printed books. 5			Total.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																				
For boys ... Government ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Government ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local and ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local and ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ... English	1	116	3	...	3	25	...	25	62	...	62	26	...	26	...	...	...	116	...	116
Aided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1	116	3	...	3	25	...	25	62	...	62	26	...	26	...	...	...	116	...	116
For girls ... Government ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Government ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ... Vernacular	9	724	...	18	18	12	177	189	38	172	210	110	197	307	...	...	...	160	564	724
Unaided ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	9	724	...	18	18	12	177	189	38	172	210	110	197	307	...	...	...	160	564	724
Total Secondary Schools ...	10	840	3	18	21	37	177	214	100	172	272	136	197	333	...	...	...	276	564	840
Primary schools—																				
For boys ... Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	1	44	...	...	...	...	...	...	1	8	9	13	22	35	...	...	...	14	30	44
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1	44	...	...	...	...	...	...	1	8	9	13	22	35	...	...	...	14	30	44
For girls ... Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	1	21	...	...	...	...	...	...	...	5	5	...	16	16	...	...	...	...	21	21
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1	21	...	...	...	...	...	...	...	5	5	...	16	16	...	...	...	...	21	21
Total Primary Schools ...	2	65	...	...	...	...	...	...	1	13	14	13	38	51	...	...	...	14	51	65
GRAND TOTAL ...	12	905	3	18	21	37	177	214	101	185	286	149	235	384	...	...	...	290	615	905

65. The number of passes gained by European pupils at the University and Provincial examinations are as follows:—

Standard of examination.	Number of pupils passed from institutions attended by				Total of European pupils passed from institutions of all kinds.	
	Europeans only.		*All races.*			
	1890-91	1891-92	1890-91.	1891-92.	1890-91.	1891-92.
B. A.	...	...	...	...	...	...
F. A.	...	...	4	1	4	1
Entrance	11	...	13	7	24	7
VII (Middle)	12	28	...	17	...	45
VI (Middle)		27	24	32	36	59
V (Middle)		22	...	30	...	52
Primary.						
IV (Upper Primary)	183	77	81	36	264	118
III (Upper Primary)		78		43		121
II (Lower Primary)		78		52		130
I (Lower Primary)		70		47		117
Total	206	380	122	265	328	645

Collegiate.—No passes.

Upper Secondary.—At the Calcutta Entrance examination the number of passes fell from 11 to 7, the successful pupils coming from schools attended by all races. No Entrance passes were gained by schools for Europeans only.

Lower Secondary.—Middle school passes again show an increase, but in this case the increase is confined to schools for Europeans only. In the schools open to all races the European Middle school passes fell from 24 to 17.

Primary.—In both classes of schools primary passes have increased largely. This result is in a great measure due to the creation under the new system of intermediate standards to which children were for the first time admitted.

(*b*) *Mahomedans.*

66. Indigenous Mahomedan schools and pupils were as follows:—

Towns.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
Akyab	23	557	5	165
Rangoon Town	1	38	2	205
Total ...	24	595	7	370

In Rangoon Town two new schools have been opened, one in the cantonment, the other in Sitkè Maung Kine street, but statistics have been received only from two schools. The principal school of this class is the Madrissa-i-Islamia in Fraser street, which has between 70 and 80 pupils including 7 girls. Three English and three Vernacular teachers are employed.

It has not got beyond the Upper Primary standard, nor is it registered.

Akyab district is the home of Mahomedan schools in Lower Burma, and they bid fair to succeed best in the districts of Naaf and Kaladan. Any trifling

fluctuation in their numbers at their present stage is of small importance. They are at the most elementary stage, and no tangible progress can be looked for until qualified teachers are available.

Last December one student from the Normal school gained his Teacher's certificate and has been posted to a school. One other teacher, formerly a Maulvi attached to the High school, Akyab, is recognized as a certificated teacher.

For the first time full passes have this year been gained by Lower Primary standards.

Deputy Inspector Sheik Ainudin reports that the Mahomedans, unlike the Arakanese, show a genuine desire to secure instruction for their children.

(*c*) *Chins.*

67. Very little change has occurred during the year. The education of this class in the Irrawaddy and Arakan Divisions is in the hands of the American Baptist Mission at the towns of Henzada and Sandoway.

With wild backward tribes progress must necessarily be slow.

(*d*) *Karens.*

68. Karen schools have been fully reported on in Section V. They are rapidly emerging from the special class, and may soon be expected to take their place on the same level as Burmese indigenous schools. The following statement is added to show concisely the leading particulars concerning them :—

Division.	District.	Number of schools.		Number of pupils.		Number of certificated teachers.		Masters with Karen teacher's certificate.	
		1890-91.	1891-92.	1890 91	1891-92.	1890-91.	1891-92.	1890-91	1891-92.
ARAKAN	Akyab ...	...		...	...	..	...	...	
	Kyaukpyu ...	...	.	...	...	...	.		
	Sandoway ...	.	..		...				
	Arakan Hills Tracts	...	...	...	..	...		...	...
PEGU	Rangoon ...	...					.	..	.
	Hanthawaddy	50	52	1,347	1,355	4	3	17	24
	Pegu	34	38	969	1,080	4	4	16	21
	Tharrawaddy	28	29	828	957	.	..	18	16
	Prome ...	...	...	...		.	...	...	...
IRRAWADDY.	Thôngwa ...	82	87	2,208	2,648	2	4	17	24
	Bassein ...	108	102	3,091	3,218	1	1	45	51
	Henzada ...	34	41	983	1,325	1	1	16	17
	Thayetmyo	.			..	.		..	...
	Moulmein ...	...	..	.	...	...	...	..	...
TENASSERIM.	Amherst ...	46	49	1,368	1,538	2	2	16	15
	Shwegyin ...	11	9	462	364	...	...	2	1
	Toungoo ...	34	32	1,333	1,211	1	1	21	16
	Tavoy ...	7	7	159	182	1	1	3	2
	Mergui ...	12	9	291	263	...	...	6	5
	Salween ...	4	2	58	41	.	..	...	...
	Total ...	450	457	13,097	14,182	16	17	172	192

69. The following statement shows the number of primary passes obtained and the amount of grants earned during the past two years :—

Division.	District.	1890-91. Upper Primary.	1890-91. Lower Primary.	1890-91. Total.	1890-91. Grants earned.	1891-92. Upper Primary.	1891-92. Lower Primary.	1891-92. Total.	1891-92. Grants earned.	Increase.	Decrease.
					Rs. A. P.				Rs. A.		
Arakan	Akyab ...	...	...	...	...	...	...	...	...	...	...
	Kyaukpyu ...	...	...	...	...	...	...	...	...	...	...
	Sandoway ...	...	...	...	...	...	...	...	...	...	...
	Arakan Hill Tracts.	...	...	...	...	...	...	...	...	...	...
Pegu	Rangoon ...	...	...	...	...	...	...	...	...	...	...
	Hanthawaddy ...	28	104	132	2,019 12 0	58	168	226	1,533 0	...	...
	Pegu	28	74	102	1,705 8 0	63	171	234	1,655 11	...	...
	Tharrawaddy ...	19	50	69	1,208 4 0	55	178	233	724 10	...	...
	Prome ...	...	...	...	...	...	...	...	...	...	...
Irrawaddy.	Thôngwa ..	59	169	228	3,708 12 0	122	407	529	3,745 5	..	...
	Bassein ...	54	163	217	6,147 8 0	129	490	619	4,522 10	...	...
	Henzada ...	18	71	89	2,129 4 0	47	272	319	2,123 0	...	...
	Thayetmyo ...	...	...	..	...	...	...	...	...	...	...
Tenasserim.	Moulmein ...	...	...	...	...	...	...	..	...	...	...
	Amherst ...	32	82	114	2,619 8 0	62	249	311	1,979 4	..	...
	Shwegyin ...	3	20	23	403 8 0	26	69	95	754 10	...	...
	Toungoo ...	39	68	107	1,688 8 0	50	184	234	1,816 4	...	...
	Tavoy ...	1	10	11	274 0 0	5	28	33	162 12	...	...
	Mergui ...	5	18	23	477 4 0	1	29	30	211 8	...	...
	Salween ...	...	1	1	67 8 0	...	6	6	33 12	...	...
	Total ...	286	830	1,116	22,449 4 0	618	2,251	2,869	19,262 6	...	...

(c) *Other Tribes.*

70. At present no other tribes are receiving education. Talaings are merged in the Burman population, and it is doubtful whether any advantage is to be gained by treating them as a special class. Shans form a separate class.

SECTION IX.

Private Schools.

71. The following are the statistics for the past two years :—

Division.	District.	Total schools, 1890-91.	Schools, 1891-92. European.	Schools, 1891-92. Burmese and Talaing.	Schools, 1891-92. Karen.	Schools, 1891-92. Mahomedan.	Schools, 1891-92. Chinese.	Total schools, 1891-92.	Total pupils, 1890-91.	Pupils, 1891-92. European.	Pupils, 1891-92. Burmese and Talaing.	Pupils, 1891-92. Karen.	Pupils, 1891-92. Mahomedan.	Pupils, 1891-92. Chinese.	Total, 1891-92.
Arakan.	Akyab	297	...	290	.	169	...	399	2,772	...	3,261	...	1,793	...	5,054
	Kyaukpyu	162	...	122	..	3	.	125	1,309		939	...	24		963
	Sandoway	50	...	50	...	...	...	50	560	...	393	...		...	393
	Arakan Hill Tracts ...	..	...	...	...	...	...	...	...	...	...	...	.	...	...
Pegu.	Rangoon	158	.	156	...	9	5	170	1,262	...	1,599		275	65	1,939
	Hanthawaddy ..	152	...	173	3	...	...	175	2,950	...	2,657	58	...	...	2,715
	Pegu	272	...	316	9	2	...	327	2,555	...	4,310	140	11	.	4,461
	Tharrawaddy ...	55	...	53	5	...		58	550	...	387	97	...	...	484
	Prome	193	...	211	..	...	...	211	1,445	...	1,636	..	...	...	1,636
Irrawaddy.	Thôngwa	150	...	140	28	.	.	168	1,416	...	1,690	462	...	...	2,152
	Bassein	246	...	191	39	1		231	2,079	...	1,376	735	58	..	2,169
	Henzada	118	...	272	7	1		280	892	...	3,683	177	13	..	3,873
	Thayetmyo	35	...	31	..	4	.	35	634	...	438	...	62	...	500
Tenasserim.	Moulmein Town ...	76	...	78	...	10	...	88	883	...	942	.	240	...	1,182
	Amherst	402	...	291	129	..		420	5,009	...	3,198	1,521	...	...	4,719
	Shwegyin ...	83		221		5	...	226	649	...	4,471		47	...	4,518
	Toungoo	146	...	99	42	2	..	143	1,243	...	887	461	55	...	1,403
	Tavoy	161	...	167	3	1	...	171	2,602	..	2,948	37	34	...	3,019
	Mergui	62	...	67	3	10	...	80	1,376	...	844	26	199	...	1,069
	Salween	10	...	...	9		...	9	81	...	...	60	...	...	60
	Total ..	2,888	..	2,867	277	217	5	3,366	30,867	...	35,659	3,774	2,811	65	42,309
	Increase	...	...	...	..	...	..	478	...	.	..	...	...	...	11,442
	Decrease ...	...		..	..		.	..	..	...	...	...	...	...	...

In the report for 1890-91, paragraph 79, I expressed a hope that considerable increase in the number of registered schools would take place. The advantages and facilities afforded by Standards I and II should have the effect

of admitting more schools, but the tendency to increase has been checked by the very simple requirements in arithmetic, previously not a compulsory subject. The fact is, the teachers do not know even the little arithmetic required, and they will not take the troube to learn it. Inspectors are in most districts doing their best to remedy this defect.

SECTION X.

Preparation and Distribution of Text-books and other Educational Literature.

72. The Text-book Committee has been steadily at work during the year, and the office of the Editor, Vernacular School Text-books, has had more than it has been able to do in spite of very steady hard work.

73. The time has come, I think, for putting this office on a better footing to enable it to meet the large demand there is for Vernacular text-books and for good translations in the vernacular.

I referred in my last year's report to the fact that the translation of four books had been thrown open to public competition ; four more were added, making eight in all. Only two were taken up, and after 18 months the translation of one has come in so bad that the revision by the office will take six months. Meanwhile Indigenous schools and Vernacular Normal schools are put to great difficulties.

This office is, as far as Vernacular education is concerned, a very important one. Its importance should be fully recognized. A small and under-manned office turning out very little work is far more expensive than a larger and better equipped one, turning out work steadily that meets the demands of education.

74. The editorial staff at the disposal of the Committee has been very fully occupied during the past year. Since the operations of the Committee have been extended to Upper Burma, the work laid upon the establishment has steadily increased, and in view of this the Committee, in the course of the year, again recommended a strengthening of the staff. The Chief Commissioner was unable to accept all the recommendations made, but sanctioned the appointment of a sub-editor, with a knowledge of English, on a salary of Rs. 120 per mensem. A competitive examination for the appointment was held in the year, and Yeo Wun Sin, the successful candidate, was appointed on probation from the 1st of January last. Yeo Wun Sin shows much capacity for the work entrusted to him.

75. The following is a *résumé* of work done by the editorial staff:—

(*a*) The proofs of the 3rd and 4th Standard Burmese Readers were revised and passed. The publication of the 3rd Standard Reader was undertaken by the Hanthawaddy Press, and that of the 4th by the American Baptist Mission Press. The printing of the Third Reader was somewhat delayed owing to the want of suitable illustrations. These had to be specially ordered out from England. The Readers are much liked, and from all reports they answer the purpose for which they were designed.

(*b*) The Fifth Reader was finished during the year and is now being examined by the Committee. The Sixth Reader will complete the series. Special effort will be made to finish it, if possible, by the end of the current year. The preparation of these Readers involves much patient labour and judgment, and the Committee are indebted to Mr. Lonsdale and his staff for their work.

(*c*) During the year the proof-sheets of the second edition of the "Way to Health" in Burmese were also submitted by the Mission Press for revision.

(*d*) The Burmese version of Mr. Horace Bell's work "The Government of India," the translation of which was completed in 1890-91, was printed and published during the year. It has been freely distributed amongst the Vernacular schools.

(*e*) The translation of the "Laws of Wealth," which had to be set aside for a time owing to press of work, will now be undertaken.

(*f*) The Committee has in hand the translation of two works by Mr. W. Bell, M.A., Secretary, Punjab Text-book Committee, entitled "Physical Training for Primary Schools" and "Physical Training for Middle Schools." They are text-books prescribed for the technical standards as laid down in the Education Code.

(*g*) During the year the important work of translating the "Education Code" into Burmese was entrusted to this office. The translation is far advanced and will be soon ready for publication.

(*h*) Besides this, the translation of Departmental notifications, minor rules, &c., was also done.

(*i*) Only one work by a private author was submitted for approval during the year, namely, "The History of Mandalay Town" by Kanni Sikkè Maung Paw. It is a bulky volume and is still under examination.

(*j*) Maung Po Hla's "Notes on Burmese and Pali Grammar" was disposed of during the year.

76. The extremely small number of suitably prepared school-books submitted from year to year by private authors is very disappointing, when the number of well educated persons in the province is taken into consideration. Notwithstanding the advancement of education in all departments, the time does not seem to have yet arrived when the preparation and supply of school-books may be safely left to private enterprise. The educated class in Burma for some reason or other does not evince much interest in this direction. Things are different in Bengal and in the other presidencies, where private enterprise is not wanting. The duty of preparing school text-books will have to remain in the hands of the department for a long time to come.

77. I cannot close this section without bringing to the notice of the Chief Commissioner Mr. Lonsdale's hard and very efficient work; it deserves some tangible recognition.

SECTION XI.

Recommendations of the Education Commission.

78. I have nothing special to say on this head.

Conclusion.

79. I have elsewhere referred to the work of some of the officers of the department. The following also deserve mention:—

Mr. Wilkins, the Principal, Mr. Lamb, Mr. Green, Sheik Nuruddin, and Mr. Tun of the Moulmein High and Normal schools.

Mr. Bird, Headmaster, Mr. D'Attaides, Chaung Yin, and Mr. Garnier of the Bassein High school.

Mr. O'Hara, Headmaster, Prome High school.

Mr. Fairhurst, Headmaster, Mr. Atkinson and Mr. Culloden of the Tavoy school.

Mr. Cotton, Headmaster, Mergui.

Mr. Simon, Akyab Normal school.

Mr. Wilkinson, Maung San Hla Aung and Maung Ka De of the Akyab High school.

Maung Tun San U, Headmaster, Paungdè Municipal school.

Mr. Phillips, Shwegyin Municipal school.

80. My office has worked well. The re-organization made early in the year has transferred the accounts from the offices of the Inspector of Schools, Upper and Lower Burma, to my office. Mr. Jones, who is the Head Accountant, has worked methodically and punctually. He is a very steady, good worker. Mr. Maher, the Superintendent, has kept the office in good order and free from arrears.

81. The relations of the Department with School-managers, District Officers, and Municipal Committees have been good; and the year has been one of steady work and progress.

JOHN VANSOMEREN POPE, M.A.,

Director of Public Instruction, Burma.

BENGAL SECRETARIAT LIBRARY.

REPORT

ON

PUBLIC INSTRUCTION IN UPPER BURMA

For the year 1891-92.

INTRODUCTION.

For the first time it has been possible to devote the full year to the organization and development of education in Upper Burma. In every branch of work there has been decided progress. The inspection staff, though undermanned, has explored every district in Upper Burma, and made itself acquainted with the people, with local requirements, and with the aims and deficiencies of the schools. School-managers have everywhere shown a cheerful readiness to avail themselves of the assistance rendered by Educational Officers and to fall in with their suggestions. The interest taken in the educational welfare of their districts by officers of the executive service has been most marked, and is particularly appreciated by those more directly concerned in scholastic work. Unfortunately, the prolonged season of drought affected the attendance of pupils and the results of examination in almost every inspection circle, but this makes the general improvement all the more noticeable, and presages a still further growth of education in the current year.

2. The chief events of the year have been—

(i) the extension of the Inter-school Rules to the Indigenous schools;
(ii) the adoption of measures to extend and improve secular education in the Indigenous schools, and especially to afford the fullest help to the monastic schools of the country *that desired to follow the departmental system;*
(iii) the revision of the list of school-managers exempted by District Officers from payment of thathameda or municipal taxes;
(iv) the institution of a provincial written examination by the 8th standard;
(v) the institution of a preliminary examination for admission to the Upper Burma Railway Training school at Mandalay;
(vi) the formation of a Teachers' Association at Mandalay;
(vii) the establishment of a School Athletic Association at Mandalay;
(viii) the opening of a School Text-book Library at Mandalay;
(ix) the opening of a technical school at Mandalay;
(x) the establishment of new Anglo-Vernacular Aided schools at Kyauksè, Yamèthin, Pyinmana, Sagaing, and Shwebo;
(xi) the establishment of new Vernacular Aided Girls' schools at Pakôkku and Pyinmana;
(xii) the establishment of Mission vernacular schools at Mandalay, Aungbinlè, Madaya, Kyaukmyaung, Pakôkku, Mônywa, Zigôn, Kyanthagôn, Monè, and Thibaw;
(xiii) the submission of a scheme for the extension of education to the Shan States;
(xiv) the appointment of four additional Deputy Inspectors of Schools;
(xv) the provision of suitable office accommodation for the establishments of the Inspector of Schools, Upper Burma, and of the Deputy Inspectors for Mandalay town and Mandalay district.

3. The opposition to the educational system raised by the few Sadaws in Mandalay that I referred to in last year's report has, I am glad to say, since

declined in intensity and power, and now more applications for trained teachers are received from pôngyis in the districts than can be complied with. If the Thathanabaing could be induced to issue another circular withdrawing the disloyal circular issued on the authority of his Council, and laying down instructions more in conformity with the orders of Government, incalculable benefit would be done to the cause of primary education as imparted in the national schools of the country. The Educational Officers in Upper Burma have used the utmost tact in dealing with the pôngyis. They have scrupulously avoided in any way forcing themselves personally, or the system of education, upon them. I especially would emphasize this, because the opposite idea prevails with some whose personal knowledge of the work of these officers is limited. The idea prevails, that Educational Officers have forced themselves and the system upon the unwilling pôngyi. I *know* this view to be erroneous; and those who know pôngyis, know well enough, they are not the men to be forced into anything and are quite capable of taking care of themselves, and giving a very summary dismissal to any unwelcome visitor to their kyaungs. The attitude of the Educational officers has been one of caution and tact and that of the pôngyis of the greatest friendliness, except in a few cases, where when Educational Officers found they were not welcomed they retired. No pôngyi kyaung has received a certificated assistant teacher, or been put on the inspection list, till the pôngyi in charge of it, *of his own free will and accord*, asked to be allowed to avail himself of the advantages of the educational system—advantages he is perfectly free to accept or reject or ignore. The system is a free one and not the slightest attempt has been made to make it otherwise.

4. To encourage theological training as well as secular education in the pôngyi kyaungs, arrangements have been made to resuscitate the Patamabyan examination. Pali scholarship has greatly deteriorated during the last ten years, and, since the return of the monks to their kyaungs, little has been done in the way of imparting systematic instruction in the classical language of Burma.

5. The examination will, I am sure, be popular, if carefully supervised. While all the pôngyis therefore are glad to hear of the proposed revival of the examination, those in the districts hesitate to present candidates until they have seen that the examination affords no ground for distrust and for the partiality that marked the old Patamabyan, and is not a means of putting on the theological screw in order to provide livings for ecclesiastical protegés in Mandalay. *The aim of the examination should be the raising of Pali scholarship*, and the possibility of its ever drifting into an examination for ordination, carried on by the Mandalay monks, and paid for by the Government, should be very carefully guarded against.

(*a*) *English schools.*

6. These have increased satisfactorily in numbers and popularity, and have shown not only a better outturn of work, but a decided effort on the part of managers to act in accordance with the rules of the Government in the Education Department. A satisfactory feature of the year's work has been the extension of the Inter-school Rules to Indigenous as well as to English schools. While in towns, where there are two or more English schools, the local branch of the Upper Burma Teachers' Association settles all questions affecting school discipline and the harmony of scholastic work; everywhere acquittance certificates are demanded from pupils from aided schools, and thus improper competition on the part either of the European or the native manager is checked. In the English schools, however, there is a considerable fluctuation of pupils. In the case of European pupils it arises from the transfer of parents from one station to another, and is particularly noticeable with the children of railway employés, whose education is of a very fitful character.

7. In the case of native pupils the fluctuation is due to want of parental control, to the temporary absence of pupils who have entered the pôngyi kyaung for their novitiate, to their curiosity as to the nature of English instruction and subsequent departure when tired of discipline and enforced work, and—though

this is being prevented now—to their evasion of payment of schooling fees and their attempts to secure irregular promotion.

8. In time when the English schools stand on a firmer footing, and the people are better acquainted with their work, the school-going population will no doubt be more stable and persevering than it is now, and, by enforcing more rigidly than is now practicable, the rule as to fixed times for admitting pupils, idle migration will carry its own penalties. The marked irregularity of attendance in some of the schools evidences the inefficiency and poverty of the teaching staff. By declining to register schools by a higher standard until an adequate staff has been appointed, something has been done towards making managers alive to their responsibilities, and mission bodies to the necessity of developing as well as merely maintaining schools.

9. In Upper Burma there is not an assistant teacher who holds an Anglo-Vernacular teacher's certificate, but it is pleasing to note that in most of the schools the junior masters are endeavouring to qualify themselves for the retention of their appointments under the new rules. A few Superintendents, however, still neglect the training of their young teachers, and this is a great pity, for, where the head of a school neglects its interests, his subordinates are likely to follow suit.

10. Schools are in too great a hurry to progress without the means for doing so. Sometimes they are weakened by the establishment of a branch vernacular school, the teacher for which has to be taken from the Anglo-Vernacular staff. They are at other times anxious to open a 5th standard class in order to be registered as a middle school. The result is that some good primary schools are changed into very indifferent middle schools. Nothing but firmness in registering the grade of a school will stop this.

Though there has been much improvement in the methods of teaching and discipline, the examinations show that while the material to be worked up is good and pliable, it is the workmanship that is often faulty. The main blemishes in instruction are that little is done to practise all classes alike in examination work, so as to produce in the pupils readiness and accuracy of thought, that the work done in class is not periodically revised, and that exercise and home lesson books are not regularly and sufficiently used. Then, again, the carelessness of teachers is seen when their pupils in examination fail to transcribe correctly from their reader, and spoil their reading by numerous repetitions and mispronunciations. Burman boys, as might be expected of an agricultural nation, are fond of studying mensuration, and yet, oddly enough, few have their reason sufficiently developed by their teacher to grasp a geometrical demonstration. However, considering the sort of men available as teachers, the schools have done well,—remarkably well,—in view of the severer test all were subjected to last year.

11. During the year many new substantial school-buildings have superseded the old structures economically set up three or four years ago, when English education was first started and pupils were less numerous. There has been much improvement in the equipment of schools with furniture and apparatus and of pupils with books. The 'second language' difficulty with Europeans and Natives of India is being got over. Drill and gymnastics are carried on in most schools, the former branch being taken up even in girls' schools. One school has made such progress in this subject that it gave a public calisthenic exhibition, and with much success.

12. The great increase in results-grants denotes the higher capability of the classes. Indeed, the English school in Upper Burma is not a whit inferior to that in the lower province. I expect to see in the current year a general increase and more uniformity in the rates of fees levied in these schools. English education is being given at present far below its market value. There is only one institution that charges a monthly fee of over Rs. 3 in the middle department. School records are now more neatly and accurately kept.

13. An attempt should be made to retain the best pupils in the school as teachers. These lads after some practice as pupils-teachers, and on passing the prescribed test in general education, would make, with their intimate knowledge of the school and its management, far better teachers than the average Lower

Burman now employed, who, with the smattering knowledge of his school days half forgotten, becomes a teacher as a makeshift, though as a clerk he would be far less disastrous. The large schools are specially in want of good teachers of Burmese, while in all schools the Superintendent should hold himself solely responsible for the teaching of English, at least to the middle classes. Some schools still neglect holding terminal examinations and issuing to parents terminal reports, and in most schools daily marks-registers are not used by the class-masters. This shows the necessity for better superintendence and for more systematic attention to the rules laid down in the Code.

14. A School Athletic Association was formed in Mandalay last November. The leading English and Indigenous schools are represented on the Committee, and arrangements have been made to hold annually inter-school sports for challenge-shields, and cricket and football matches for challenge-cups. As soon as the scheme for the construction of a People's Park in Mandalay has been carried out, a suitable plot in the park will be set apart as a public playground, under the control of the Athletic Association. At the conjoint expense of the Mandalay Municipality and the Education Department, a pavilion and a gymnasium will be built on the ground. By this means it is hoped to foster a liking for athletics amongst the youth of the town.

15. Arrangements are under consideration for starting a school fire-brigade in Mandalay, if the Municipality can find funds for supplying a manual engine to each of the two leading boys' boarding-schools.

It is also hoped to start in the current year a volunteer cadet corps in Mandalay on the same principles that are in vogue in Rangoon. A cadet brass band will be formed, if possible, to play once a week in the Town Park.

16. The Shwebo, Pakôkku, Yamèthin, and Pyinmana Municipalities have aided the English schools in those towns with a small annual grant. If the Native Municipal members would visit the schools more and get their fellow-countrymen to understand that an education is given in them of a practical value, as well as of an ethical character, and that they are not established for the sole object of proselytizing, they would be doing a public duty recognizable a generation hence by a townsfolk able to hold their own against educated competition.

(*b*) *Indigenous Schools.*

17. The improvement of these schools on which the primary education of the people depends, has the special attention of, and exacts most work from, the Education Department. Many are, of course, in a very backward condition. But on the whole, there has been a general improvement. Managers are now working up classes in their vernacular and in arithmetic.

18. A number of monastic and lay managers from Lower Burma have come to Upper Burma to start schools; and one of the beneficial effects of the recent famine was that many pôngyis migrated to the lower province and, on their return to their homes, have reformed their kyaungs in accordance with the system they have seen so successfully and universally at work in the south.

19. The number of nuns' schools is beginning to decrease, as women are not so ready to assume the white robe. But this is no great loss, for the nun is invariably old and ignorant and, when not sleepily teaching, is begging.

20. The best indigenous schools are undoubtedly those conducted by laymen and to which certificated assistant teachers have been appointed. These schools are usually well equipped, and in all of them it has been found necessary to increase the accommodation owing to the larger attendance of pupils. Some of the managers, 'coached' by their trained assistants, have passed the Vernacular 4th standard examination, for which others are preparing. Many of these men are *ex*-pôngyis, trained at famous public schools like the Shwegyin Taik at Mandalay, or the Tilin Taik at Amarapura, who married, traded for a short time, and then reverted to their favourite pursuit of teaching. Most of them intend to qualify themselves for a vernacular teacher's certificate by an early date.

21. In contrast with these managers are those who, having failed in business, have started a school with a view primarily to obtaining exemption from taxation. Not only is the school a mere pretence, but the manager is often in receipt

of a regular income from his wife's petty trading in the bazaar. Sometimes he is a doctor himself and compounds his potions, while his pupils chaunt their lessons, until he is called out to see a patient and have a gossip with the patient's friends, when the children promptly disperse and play. Managers, such as these, even when possessing a large school, are found to leave all the work of instruction to the trained teacher, if given the services of one. The majority of the pôngyis know little beyond the rules of the Padimauk and the prayers of the Mingalathôk and Pareitkyi; but the few good men who really teach are excellent teachers. It is often the upazin rather than the head pôngyi who is the actual teacher in the kyaung. The able pôngyi has a reputation throughout the district, and draws pupils from far and near.

22. Inspecting officers find much difficulty in getting parents to let their children remain at school until they have passed by at least the 4th standard. The Burmans are too fond of removing their children from school just when their education has begun. Regular attendance is never enforced by pôngyis or by lay managers. In aided schools, however, in order to ensure improvement in this respect, a pupil's attendance of the prescribed number of meetings prior to examination is insisted on. In other matters improvement is being attempted. For instance, the oriental idea of school discipline by no means coincides with the western; chewing in class and expectoration are apparently accepted as aids to thought and not by the pupils alone. Strangely enough, needle-work is never taught girls in Indigenous schools, even when these are managed by women. This is being remedied. Hitherto, the girl has picked up a knowledge of needle-work after leaving school. The Burmans have also the same idea as the lower classes at home that quick reading or sing-song reading is good reading.

23. Geography as a subject of instruction has yet to win its way into popularity, but the trained teachers are doing much to spread a knowledge of it by going from school to school and taking a class in this subject in order to show managers how it should be taught. Geography, according to the western system, equally with Burmese history, jars on the Burman's sense of his own importance.

24. As regards teachers and managers, there is no doubt that, with an old-fashioned and conservative race, such as the Upper Burmans are, it is popularly thought that the older a teacher is the better he must be. This applies to pôngyis, lay managers, and certificated teachers alike, and accounts for the fact that, while a certificated teacher is invaluable as an assistant at a school of repute, there is no scope for him to set up as an independent manager, young, alien, and without influence as he would be. Even a pôngyi, unless sent by the Thathanabaing from Mandalay, rarely succeeds in attracting pupils, obtaining liberal support, and finding life generally pleasant, outside of his native place.

25. The private schools may be dismissed in a very few words. They are chiefly managed by gaingôks and gaingdauks, holders of office from the Thathanabaing, who carry out his secret orders to avoid any close connection with the Department. It is a remarkable fact that, as a rule, the higher office the pôngyi holds, the less efficient is his school. Perhaps the dignitary thinks it unworthy to condescend to teaching, but it will invariably be found that in a cluster of kyaungs the one with the fewest pupils is that of the head of the taik. That is the kyaung in which at all hours, save in the morning and the evening when there is a resonant repetition of Pali prayers, the boys will be seen eating or playing. Other private schools are managed by very old, and therefore useless, or by young and therefore not altogether popular, pôngyis, and some by those leading a recluse's life, or by pôngyis who are lazy and ignorant, or who have been disappointed in secular life and have become too morose and inert to teach. These kyaungs contain merely the young relatives of the manager; for them the instruction is nominal, but the work in the way of hewing wood and drawing water is very real.

26. It may be added that the opening of the Railway between Sagaing and Shwebo did much to popularize our system of education in many of the villages along the line. The schools in those villages show an increase throughout the year, despite the scarcity that was extensively felt in the Sagaing and Shwebo districts.

SECTION I.

General and Statistical Summary.

27. The following table is a comparative statement of the statistics of educational institutions of all kinds in Upper Burma :—

Name of institution.	1890-91.		1891-92.		1891-92.
	Schools.	Pupils.	Schools.	Pupils.	Average number of pupils.
Public Institutions.					
University College	..	...	...	. .	...
High English schools	...	...	...	...	...
Middle English schools...	7	454	11	630	57
Middle Vernacular schools	...	...	...	...	...
Primary	2,867	42,325	3,321	51,011	15
Special	5	186	6	127	21
Female	61	1,045	64	1,306	20
Total Public Institutions ...	2,940	43,960	3,402	53,074	16
Private Institutions.					
Advanced teaching	...	...	...	...	...
Pali	...	...	...	...	...
Arabic or Persian	...	...	...	...	...
Sanskrit	...	...	...	...	...
Elementary, teaching Vernacular only or mainly.	2,099	8,171	2,396	9,155	4
Other schools not conforming to Departmental standards for religious instruction only.	57	1,021	62	1,122	18
Total Private Institutions	2,156	9,192	2,458	10,277	4
Grand Total ...	5,096	53,152	5,860	63,351	11

Public institutions show an increase of 462 schools and 9,114 pupils. Under every head there has been satisfactory progress. The number of Anglo-Vernacular Middle schools has increased by 4 and of pupils by 176 owing to the advance to the middle stage of instruction of the R. C. M. Boys' school, Pyinmana, the R. C. M. Mixed school, Nabet, and the R. C. M. Boys' school, and the Railway Mixed school, Yamèthin. During the current year, some Indigenous schools will be registered as Middle Vernacular schools, having passed pupils by the 4th standard last year. The number of Primary schools has increased by 454, while the increase in pupils is 8,686. This is due to many schools, pôngyi kyaungs in particular, having qualified themselves for registration as public institutions. There is an increase of one under the head of Special schools, due to the technical branch of the S. P. G. school at Shwebo. The five schools registered as special in 1890-91 were the Survey schools at Mandalay, Sagaing, Minbu, Kyauksè, and Yamèthin. These still exist. No new Survey school has been started in the year under review. The Jail schools are omitted from the above table. The Girls' schools have increased by three and the number of pupils by 261. The average attendance in these schools has greatly improved. One school has reached the High standard and another the Middle standard.

As regards private institutions the number of schools has risen by 302 and of pupils by 1,085. The elementary schools have increased by 297 and the number of their pupils by 984. This is due to extended inspection, and under this head there is bound to be an annual increase, as the interior of each district is more minutely examined. Some of the schools no doubt will work themselves up for public recognition, but the majority are either mere day-nurseries or the monastic refuges of a few idle recluses who dream away their time, waited on, for the sake of food as much as of custom, by three or four little servitors. The

fact that these schools average an attendance of only four pupils shows what their educational worth is. The other private institutions consist of Madomedan, Manipurian, and Nuns' schools. Their number has risen by four and the pupils by 86. Their chief function is to teach respectively a chapter or two of the Koran, or a little Bengali, or a few Buddhist prayers, to pupils of a tender age. On the whole there has been an increase of 761 schools and 10,199 pupils. This denotes the spread and popularity of the system of public instruction in Upper Burma.

28. In the following statement the schools are classified according to their management:—

Class of school.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
PUBLIC INSTITUTIONS.				
Under Public Management.				
Maintained by the Department	5	186	5	116
Maintained by Municipal Boards	...	...	...	...
Under Private Management.				
Aided by the Grant-in-aid Rules	22	900	23	901
Aided under the Rules for Indigenous Schools... ..	428	8,997	585	12,940
Unaided	2,490	38,927	2,839	39,117
Total ...	2,940	48,960	3,402	53,074
Private Institutions.				
Of indigenous instruction	2,156	9,192	2,458	10,277
GRAND TOTAL ...	5,096	53,152	5,860	63,351

Arrangements have been made to open in the current year two schools partly maintained by Municipal Boards: the Sagaing Town school in place of the local A. B. M. school which was discontinued in May 1891 and the Myingyan Town school in place of the local A. B. M. school closed since the end of the year. The R. C. M. Anglo-Vernacular schools at Bhamo and Myingyan and the S. P. G. Anglo-Vernacular school at Madaya were also closed during the year owing to the difficulty of maintaining efficient teachers in charge of them. The R. C. M. Tamil school at Mandalay was changed from an Anglo-Vernacular into a Vernacular institution. As a set-off against the closing of the above schools, new schools were opened by the S. P. G. Mission at Pyinmana and Shwebo (technical), by the R. C. Mission at Kyauksè and Shwebo and by the Burma State Railway at Yamèthin. The school at Myittha has been taken over from the S. P. G. Mission by the American Baptist Mission. Steps are being taken for the establishment of Mission Anglo-Vernacular schools at Minbu by the Baptists and at Mônywa by the Wesleyans and the Roman Catholics. A large number of public institutions still remain unaided. This is due to the reluctance of many pôngyis to let their schools be examined or to accept grants for fear of offending their conservative ecclesiastical superiors.

29. In the following statement pupils attending public schools are classified according to the stages of instruction they are in:—

Class of school.	Number of schools.	Number of pupils.	High stage.						Middle stage.									Upper Primary.						Lower Primary.						Total.		
			IX			VIII			VII			VI			V			IV			III			II			I					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
High English ...	1	68	...	...	...	...	3	3	1	5	6	...	...	...	...	6	6	1	7	8	2	6	8	3	10	13	12	12	24	19	49	68
Middle English ...	12	658	...	...	...	...	...	...	15	...	15	19	...	19	46	3	49	86	7	93	95	6	101	119	7	126	232	23	255	612	46	658
Middle Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
Primary	3,383	52,221	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	136	8	144	192	43	235	717	113	830	46,851	4,161	51,012	47,896	4,325	52,221
Total ...	3,396	52,947	..	..	.	...	3	3	16	5	21	19	...	19	46	9	55	223	22	245	289	55	344	839	130	969	47,095	4,196	51,291	48,527	4,420	52,947

30. The following statement summarizes the foregoing figures and gives those of the previous year for comparison :—

Stage.	Number of pupils. 1890-91.	Number of pupils. 1891-92.	Increase.	Decrease.
High.				
Standard VIII	8	8	...	...
Middle.				
Standard VII	91	21	4	...
Standard VI		19		
Standard V		55		
Upper Primary.				
Standard IV	329	245	260	...
Standard III		344		
Lower Primary.				
Standard II	43,401	969	8,859	...
Standard I		51,291		
Total ...	43,824	52,947	9,123	...

It is satisfactory to note that, while the number in the Lower Primary stage has increased by one-fifth during the past year, the number in the Upper Primary stage has nearly doubled itself.

31. The number of pupils in all classes of institutions, aided and unaided, is shown in the following statement for each district of the upper province :—

Division.	District.	In Public Institutions. College. 1890-91.	College. 1891-92.	Secondary schools. 1890-91.	Secondary schools. 1891-92.	Primary schools. 1890-91.	Primary schools. 1891-92.	Special schools. 1890-91.	Special schools. 1891-92.	Total. 1890-91.	Total. 1891-92.	In Private Institutions. Advanced. 1890-91.	Advanced. 1891-92.	Elementary. 1890-91.	Elementary. 1891-92.	Total. 1890-91.	Total. 1891-92.	District total. 1890-91.	District total. 1891-92.	Divisional total. 1890-91.	Divisional total. 1891-92.
Northern ...	Mandalay	...	...	358	380	8,960	11,237	15	28	9,333	11,645	...	...	4,440	2,603	4,440	2,603	13,773	14,248	16,715	19,467
	Bhamo	...	...	51	...	846	1,017	...	...	897	1,017	...	...	29	41	29	41	926	1,058		
	Katha	...	...	...	...	168	745	...	...	168	745	...	...	29	61	29	61	197	806		
	Ruby Mines ...	...	...	...	...	135	311	...	...	135	311	...	...	6	11	6	11	141	322		
	Shwebo	...	...	42	43	1,155	2,656	...	11	1,197	2,710	...	...	481	323	481	323	1,678	3,033		
Central ...	Ye-u	...	...	...	...	549	938	...	...	549	938	...	...	438	415	438	415	987	1,353	14,026	16,355
	Sagaing	...	...	...	41	6,619	6,087	23	18	6,642	6,146	...	...	612	503	612	503	7,254	6,649		
	Lower Chindwin ...	...	...	...	...	4,919	3,923	...	...	4,919	3,923	...	...	243	1,934	243	1,934	5,162	5,857		
	Upper Chindwin ...	...	...	...	...	582	1,631	...	...	582	1,631	...	...	41	865	41	865	623	2,496		
Southern ...	Myingyan	...	...	23	50	7,194	7,417	...	...	7,217	7,467	...	...	322	490	322	490	7,539	7,957	15,182	18,796
	Pakôkku	...	...	56	66	1,445	2,290	...	...	1,501	2,356	...	...	448	513	448	513	1,949	2,869		
	Minbu	...	...	...	...	2,554	3,237	34	31	2,588	3,268	...	...	829	912	829	912	3.417	4,180		
	Magwe	...	...	...	...	1,830	3,131	...	...	1,830	3,131	...	...	447	659	447	659	2,277	3,790		
Eastern ...	Kyauksè	...	...	...	...	2,544	3,387	25	20	2,569	3,407	...	...	493	578	493	578	3,062	3,985	7,229	8,733
	Meiktila	...	...	...	...	582	1,021	...	...	582	1,021	...	...	48	60	48	60	630	1,081		
	Yamèthin	...	...	...	60	2,262	1,889	39	19	2,301	1,968	...	...	108	148	108	148	2,409	2,116		
	Pyinmana	...	...	...	86	950	1,304	...	...	950	1,390	...	...	178	161	178	161	1,128	1,551		
	Total ...	...	...	530	726	43,294	52,221	136	127	43,960	53,074	...	...	9,192	10,277	9,192	10,277	53,152	63,351	53,152	63,351

The increase under the head of public secondary schools is in some measure owing to the registration of four new schools as middle schools. The larger attendance in public primary schools is most marked in the Mandalay, Shwebo, Upper Chindwin, and Magwe districts, and results partly from the improvement of many schools formerly enrolled as private institutions and partly from the migration of pupils from bad schools to good ones. The fluctuation in the Lower Chindwin district is due to the famine prevalent at the time of inspection. The general decrease of all classes of pupils in the Sagaing and Yamèthin districts is also due to the same cause. The Meiktila and Pyinmana districts need working up in the interior.

32. The following table gives a comparative statement of the expenditure for the last two years :—

Heads of expenditure.	1890-91.		1891-92.	
	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...
Collegiate	.	.	...	...
Secondary	2,706	15,974	2,969	20,109
Primary	10,723	16,040	20,225	33,595
Female	1,484	4,028	1,942	7,013
Special	4,283	4,511	5,909	6,339
Scholarship	4,037	4,037	5,210	5,210
Buildings	19,490	36,550	...	1,169
Furniture and apparatus	250	1,285	744	1,517
Miscellaneous	1,810	1,833	134	194
Superintendence	22,769	22,769	33,077	33,077
Total .	67,502	1,07,027	79,210	1,08,223

The amount paid by Government under Buildings during 1891-92 is made up of the following Building grants :—

Rupees 10,000 to the Roman Catholic Convent, Mandalay.
Rupees 1,800 to the A. B. M. Boys' school, Pyinmana.
Rupees 430 to the All Saints S. P. G. school, Shwebo.

These grants, though really paid in 1891-92, were debitable to the allotment under this head for 1890-91, and accordingly accounted for in paragraph 51 of last year's report. They are therefore not included in the foregoing summary.

The equipment grants under Furniture and Apparatus are as follows :—

Rupees 144 to the All Saints S. P. G. school, Shwebo.
Rupees 600 to the R. C. M. Boys' school, Pyinmana.

33. The following statement shows the amount of the grant-in-aid (irrespective of building, equipment, and special grants) earned in the year under report by the Anglo-Vernacular schools, the average grant to each school being Rs. 168.

It will be observed from this and the succeeding table that the English schools produce better work each year, while the Indigenous schools have a lively appreciation of the result-grant system and are spurred on to greater exertions.

Name of school.	Amounts earned in 1890-91.	Amounts earned in 1891-92.	Increase or Decrease.
	Rs.	Rs.	Rs.
A. B M. Boys' school, Mandalay	328	379	+ 51
A. B. M European Girls' school, Mandalay	76	107	+ 31
A. B. M. Burmese Girls' school, Mandalay	73	133	+ 60
A. B. M. Mixed Infant school, Mandalay	41	18	— 23
R. C. M Boys' school, Mandalay	10	59	+ 49
R. C. M. Girls' school, Mandalay	612	719	+ 107
Wesleyan Mission Boys' school, Mandalay	200	218	+ 18
S. P. G. Boys' school, Mandalay	377	534	+ 157
S. P. G. Boys' school, Madaya	37	...	— 37
S. P. G. Mixed school, Shwebo	285	326	+ 41
R. C. M Boys' school, Shwebo ...	...	53	+ 53
A. B. M. Mixed school, Sagaing	88	...	— 88
R. C. M. Mixed school, Nabet	283	203	— 80
A. B. M. Mixed school, Myingyan	77	48	— 29
R. C. M Boys' school, Myingyan	36	...	— 36
Wesleyan Mission Boys' school, Pakôkku	247	317	+ 70
Wesleyan Mission Boys' school, Kyauksè	42	80	+ 38
R. C. M. Mixed school, Kyauksè	...	18	+ 18
S. P. G. Mixed school, Myittha	42	40	— 2
A. B. M. Mixed school, Meiktila	...	16	+ 16
R. C. M Boys' school, Yamèthin	119	120	+ 1
Railway Mixed school, Yamèthin	...	42	+ 42
A. B. M. Boys' school, Pyinmana	113	160	+ 47
R. C. M. Boys' school, Pyinmana ...	35	46	+ 11
S. P. G. Boys' school, Pyinmana	.	50	+ 50
Total ...	3,121	3,686	+ 565

34. The following statement shows the amount of results-grants awarded in each district:—

District.	Amount of grant in 1890-91.	Amount of grant in 1891-92.	Increase.	Decrease.
	Rs.	Rs.		
Mandalay	2,869	5,146	2,277	...
Bhamo	904	645	...	259
Katha	190	228	38	...
Ruby Mines	140	79		61
Shwebo	138	1,043	905	...
Ye-u	108	532	424	...
Sagaing	1,146	2,071	925	...
Lower Chindwin	545	1,501	956	...
Upper Chindwin ...	132	115		17
Myingyan	347	1,051	704	...
Pakôkku	199	648	449	...
Minbu	176	726	550	.
Magwe	234	803	569	..
Kyauksè	191	770	579	...
Meiktila	241	470	229	...
Yamèthin	749	664		85
Pyinmana	397	925	528	...
Total ...	8,706	17,417	8,711	...

SECTION II.

Controlling Agencies.

35. Throughout the year Mr. Wells continued to officiate as Inspector of the Upper Burma Circle, 120 days being spent at headquarters on general work and 246 on inspection; 64 days were spent in inspection at headquarters and 182 in the districts. The total number of inspections amounted to 458. Every district in Upper Burma was visited by the Inspector, who also visited the Shan States. During the current year the Chin country from Tamu to Laung-

shè, the Kachin country from Maungkan to Myitkyina *viâ* Mogaung, and the Chinese-Shan territory between Momeik and Bhamo *viâ* Nankan will be exploited. At present, owing to one Inspector being in charge of all Upper Burma, the whole of the cold weather is taken up with the awarding inspections of the Anglo-Vernacular schools, and new country can be opened up only during the rains. As soon as another Inspector has been appointed and the inspection circles rearranged it will be possible to do more work in this direction, work, it is hoped, of some political use. By means of the establishment of schools in a semi-barbarous country the good intentions of Government may perhaps be the better understood by the people; and there is little doubt, as was the case with the Karens, that a people without education are more likely to appreciate it and to accept an educational policy without reserve than races inured to and therefore prejudiced in favour of a national system.

I cannot speak too highly of the energy and tact Mr. Wells has shown in his work. He has not spared himself in any way where work was concerned. He has travelled about his very large circle and made himself thoroughly acquainted with every detail of his work. Managers of schools, monastic and lay, European and Native, owe much to his ready help, sympathy, and advice. He has kept his subordinates in very good order.

I have to thank him, as last year, for valuable assistance and for a very full and thorough report.

36. The following statement shows the work of the various Deputy Inspectors of Schools:—

Name.	Circle.	Days in charge.	Miles travelled.	Days spent		Days on Inspection		Visits made		Total inspection.
				At headquarters.	In district.	At headquarters.	In district.	At headquarters.	In district.	
Maung Tha Do Kaing (1).	Mandalay Town...	291	...	291	...	182	...	918	...	918
Maung Tun Gyaw U	Officiating, Mandalay Town.	75	...	75	...	33	...	282	...	282
Maung Môn ...	Mandalay, Myingyan, and Kyauksè.	366	2,468	135	231	...	231	...	1,319	1,319
Maung Po San (2) ...	Bhamo, Katha, and Ruby Mines.	304	2,005	156	148	44	146	43	163	206
Maung Tha Do Kaing	Officiating, Bhamo, Katha, and Ruby Mines.	62	105	24	38	6	38	13	37	50
Maung Gyi ...	Sagaing, Shwebo, and Ye-u.	366	3,007	130	236	32	236	237	1,889	2,126
Maung Taw Pru (3)...	Upper and Lower Chindwin.	305	2,143	106	199	18	199	80	850	930
Maung Tun Hla ...	Officiating, Upper and Lower Chindwin.	61	195	24	37	1	37	6	121	127
Maung Tun (4) ...	Minbu, Magwe, and Pakôkku.	267	1,743	98	169	5	165	29	767	796
Maung Tun Hla ...	Officiating, Minbu, Magwe, and Pakôkku.	99	470	45	54	1	54	...	138	138
Maung Myat Tun (5)	Yamèthin, Pyinmana, and Meiktila.	183	596	131	52	10	52	22	212	234
Maung Po Mya ...	Officiating, Yamèthin, Pyinmana, and Meiktila.	183	1,115	83	100	14	92	22	267	289

(1) Appointed to officiate in the Bhamo, Katha, and Ruby Mines sub-circle from the 29th June to the 28th August 1891.
(2) Absent on privilege leave from the 29th June to the 28th August 1891.
(3) Absent on privilege leave from the 1st March to the 31st May 1891.
(4) Absent on privilege leave from the 4th June to the 31st August 1891.
(5) Absent on leave on medical certificate from the 7th May to the 20th November 1891.

37. On the whole the Deputy Inspectors have done their work well. Maung Gyi in particular has shown much energy and has thoroughly explored his sub-circle. Maung Môn has also been zealous in his work. He had, however, somewhat to neglect the Mandalay district in making a more detailed inspection of the Myingyan and Kyauksè districts. Maung Tha Do Kaing is painstaking. Maung Po San has been frequently prostrated by fever, but deserves praise for sticking to his work. The services of Maung Taw Pru and of Maung Tun have not been satisfactory: they have given little attention to the Upper Chindwin and Pakôkku districts respectively and their neglect does them little credit. The state of Maung Myat Tun's health has prevented his inspection of the schools in the interior of his sub-circle, and it has been found necessary to insist on his again taking leave on medical certificate. Of the Deputy Inspectors who officiated during the year some, I regret to say, paid rather more attention to their travelling allowance than to the educational requirements of their sub-circle.

By the addition to the inspection staff of four new Deputies and the redistribution of the sub-circles the work in the current year has been made more thorough, will produce better results, and will have a more permanent effect. The inspecting officers have now time to explore the townships that are somewhat difficult of access and can make a longer stay at each place in order to cultivate the confidence of monastic school-managers and village headmen, learn the local educational requirements of the people, give model lessons at each school, and show native teachers how to use the text-books and apparatus presented to them by the Department. The four new sub-circles consist of (i) the Meiktila and Kyauksè districts, (ii) the Magwe district, (iii) the Myingyan district, and (iv) the Shwebo district. Maung Myat Tun, whose sub-circle now consists of Yamèthin and Pyinmana alone, will be able to work up the latter district. Maung Môn will have only the Mandalay district to look after, and owing to its school-managers being terrorized by the Mandalay clique, it requires special care. Maung Tun, relieved of the educational charge of the Magwe district, can now turn his attention to the Pakôkku district and the Yaw country in particular. In the same way Maung Gyi, from whose sub-circle the Shwebo district has been removed, can devote himself to starting and fostering education in the highland tracts of the Ye-u district.

SECTION III.

University Education.

38. *Nil.*

SECTION IV.

Secondary Education.

39. The following statement gives the figures for the last two years of the number of secondary schools and their attendance and examination passes :—

Class of school.	1890-91.			1891-92.			1890-91.					1891-92.				
	Schools.	Pupils.	Average daily attendance.	Schools.	Pupils.	Average daily attendance.	Fifth standard.	Sixth standard.	Seventh standard.	Eighth standard.	Total.	Fifth standard.	Sixth standard.	Seventh standard.	Eighth standard.	Total.
High English.																
Aided under the Grant-in-aid Rules.	...	...	..	1	68	56	...	...	...	...	..	6	...	2	2	10
Middle English.																
Aided under the Grant-in-aid Rules.	7	454	327	12	658	557	14	20	4	...	38	34	9	11	...	54
Total ...	7	454	327	13	726	613	14	20	4	..	38	40	9	13	2	64

There is on the whole an increase of six schools, 272 pupils, and 26 examination passes by a middle or a high standard.

Three institutions at Mandalay have during the year been registered as Anglo-Vernacular High schools, namely, the R. C. M. Girls' school, the S. P. G. Boys' school, and the A. B. M. Boys' school. In the table above, however, only the first-named school is entered under the head of "High English," as the other two high schools had no pupils ready for the 8th standard examination. The E. W. M. Boys' school at Mandalay will also be raised to the high grade as soon as the teaching staff is strengthened.

40. Under "Middle English" there is an increase of five schools and of 204 pupils. The new schools that have reached the middle grade, but have not as yet progressed beyond the 5th standard are the A. B. M. Burmese Girls' school, Mandalay; the R. C. M. Mixed school, Nabet; the R. C. M. Boys' school and the Railway Mixed school at Yamèthin, and the R. C. M. and A. B. M. Boys' schools at Pyinmana.

41. In the current year Maung Shwe Thin's, Maung Aung Gyi's, and Maung Tôk's schools at Mandalay, Pôngyi U Ayeindhama's school at Sagaing, Pôngyi U Thuzata's and Maung Po Tu's schools at Mônywa, and Maung Saung's school at Pyinmana, will probably be registered as Middle Vernacular schools. As a rule, however, a boy who passes by the 4th standard at an Indigenous school goes to an Anglo-Vernacular school to complete his education and to learn English as well. Excepting the schools mentioned above, in which the pupil-teacher system is being introduced, no Indigenous school has an adequate teaching staff to take up the middle stage of instruction.

42. There is a tendency in some institutions to hurry on pupils a little too fast, and to pride themselves on resisting the rules. This not only leads to unsatisfactory results, but is apt to upset discipline and is unfair to other schools that do abide by the rules, which all the schools undertook to obey when they applied for registration. In Upper Burma, where English education has just begun to feel its way, it is essential to harmonise work as much as possible, and to subject schools to the same test and particularly in the 5th and 6th standards, where the procedure of the departmental examinations is useful in guiding the teaching and preparation for the provincial tests.

The rules laid down for promotion by the Government have been insisted upon, and every care will be taken to see that these and other rules required by the Code are strictly followed.

43. The following table shows the expenditure in schools of secondary instruction for boys only :—

Class of school.	1890-91.							1891-92.							Increase.	Decrease.
	Number of schools.	Number of pupils on the rolls on the 31st March 1891.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure			Number of schools.	Number of pupils on the rolls on the 31st March 1892.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure				
					From Government funds.	From other sources.	Total.					From Government funds.	From other sources.	Total.		
					Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs	R
High English.																
Aided under the Grant-in-aid Rules.	...	.	...	...	...	...	...	..	...	...	...	..	.	...	.	...
Middle English.																
Aided under the Grant-in-aid Rules.	7	454	410	327	2,706	13,268	15,974	11	630	651	537	2,969	17,140	20,109	4,135	.
Total ...	7	454	410	327	2,706	13,268	15 ,974	11	630	651	537	2,969	17,140	20,109	4,135	...

44. Appended is a list of secondary schools and the number of pupils passed from each during the last two years.

Division.	District.	Name of school.	Total number in school.	1890-91.										1891-92.									
				Fifth Standard.		*Sixth Standard.*		*Seventh Standard.*		*Eighth Standard.*		*Total.*		*Fifth Standard.*		*Sixth Standard.*		*Seventh Standard.*		*Eighth Standard.*		*Total.*	
				Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.
Northern	Mandalay ..	R. C. M. Girls' school ...	68	1	1	6	6	4	3	...	...	11	10	6	6	..	...	6	2	3	2	15	10
	Do. .	A. B. M Boys' school ...	79	8	2	8	8	6	1	..	...	22	11	13	9	6	2	7	3	...	...	26	14
	Do. ...	A. B. M. Burmese Girls' school.	28	...	..	...	...	...	...	..	...	...	...	2	2	...	...	...	..	...	...	2	2
	Do. ...	S. P. G Boys' school ...	132	12	4	3	1	...	...	...	...	15	5	9	7	7	4	3	3	...	...	19	14
	Do. ...	E. W. M. Boys' school ...	73	12	4	5	5	...	...	..	...	17	9	5	2	4	2	3	3	..	...	12	7
	Shwebo ...	All Saints S. P. G. Mixed school.	43	2	2	...	...	...	..	...	...	2	2	...	...	2	1	2	2	...	...	4	3
Central ...	Sagaing ...	R. C. M Mixed school, Nabet.	41	...	...	...	...	...		..	...	...	...	1	...	...	...	...	...	...	...	1	..
Southern	Myingyan...	A. B. M. Mixed school ...	50	1	...	...	...	...	...	...	...	1	.	2	...	...	...	..	..	...	...	2	...
	Pakôkku . .	E. W. M Boys' school ...	66	1	1	...	...	...	...	..	...	1	1	11	10	...	..	..	...	.	...	11	10
Eastern	Yamèthin	R. C. M Boys' school ...	49	...	...	...	...	...	...	.		...	...	2	1	..	...	...	...	...	...	2	1
	Do. ...	Railway Mixed school ...	11	..	...	..	.	...	..	...	...	..	...	1	1	...	..	...	...	...	...	1	1
	Pyinmana...	R. C. M. Boys' school ...	38	...	.	...	...	...	.	.	...	...	..	1	1	..	...	.	.	...	..	1	1
	Do. ...	A. B. M. Boys' school ...	48	..	..	...		..	..		...	...		2	1	...	...	.	...	...	...	2	1
		Total ...	726	37	14	22	20	10	4	...	...	69	38	55	40	19	9	21	13	3	2	98	64

45. There has been an increase of 26 in the middle department of these secondary institutions. Of the 95 pupils undergoing middle school instruction 83 were presented for examination: 45 by the 5th standard as against 26 last year, 17 as against 23 by the 6th standard, and 21 as against 6 by the 7th standard. The absentees were either on sick-leave, or ineligible for examination. The two candidates who passed by the 8th standard are at present studying for the Entrance examination. It is satisfactory to find that, as the Entrance examination is now prescribed as the initial qualification for admission to the public service, it is the goal towards which the majority of 7th standard boys are working, and that accordingly the managers of middle schools begin to see the necessity of re-organizing their schools with a view to their early gradation as high schools.

46. As the system of inspection and examination was formally introduced into Upper Burma in 1890-91, school work in the subsequent year progressed smoothly and solidly. This was made apparent by the results of the 4th and 7th Standard examinations held on the 14th December 1891 and eight following days at 10 district centres in Upper Burma. In each standard Vernacular as well as Anglo-Vernacular candidates were sent up for examination, and the answer-papers showed that there had been an all-round improvement in the teaching. For the Anglo-Vernacular 7th Standard examination 24 male and 6 female candidates were presented, of whom 14 and 2 respectively passed. Three boys sent up from the S. P. G. Royal school, Mandalay, succeeded in getting first class, or scholarship, passes. The boy heading the list of passed candidates in the second class came from the E. W. M. school, Mandalay. For the vernacular examination by that standard 1 female and 7 male candidates, all teachers, were presented, of whom 4 males passed. Three of the Anglo-Vernacular passed candidates were also teachers. It is gratifying to find both Anglo-Vernacular and Vernacular teachers so far interested in their work that they are trying to qualify themselves under departmental rules for a teacher's certificate. The second languages taken up for examination were Burmese, Latin, and French. There was a decided improvement in the class of candidates sent up for examination. While there was more accuracy in map-drawing and more reasoning shown in composition and more method in mathematical work, translation, paraphrasing, punctuation, and (in Burmese particularly) grammar and spelling were still not quite satisfactory.

47. The secondary schools of the upper province may here be noticed severally:—

Roman Catholic Mission St. Joseph's Convent School, Mandalay.—This is the only school in Upper Burma that so far has passed pupils by the 8th standard. The number of pupils in the Anglo-Vernacular department has risen from 54 to 68, with 22 boarders as against 15 last year; in the Vernacular department from 19 to 40, and in the native orphanage from 45 to 70. A new building for the accommodation of pupils of European parentage is in course of erection. In the current year singing and calisthenics are to form part of the school curriculum. It is satisfactory to find Eurasian girls here learning sanitation and domestic economy, practically as well as theoretically, instead of dabbling in French as an ephemeral accomplishment.

S. P. G. Royal School, Mandalay.—This school maintains the lead of all scholastic institutions in Upper Burma. It has made a distinct advance both in its numbers and in the outturn and quality of its work during the past year. One of its pupils headed the list of successful candidates at the last Upper Burma 7th standard examination. The number on the rolls is 132 as against 114 last year, and 21 are boarders. From an educational point of view the relief of the Reverend Superintendent from parochial work in the town has been of great benefit to the institution. Though the assistant masters have improved a good deal in their style of work, the middle department of the school is still a little weak, but this is due to the rapid promotion of the pupils prior to the introduction of a system of instruction necessitating a surer progress and a sounder elementary training. The school is now provided with a reading-room and a small library. It is pleasing to note that the rates of schooling-fee in the Upper Primary and Higher departments have in each

case been raised by a rupee. An extension of the premises will soon be necessary, and also the strengthening of the teaching staff, for it is impossible to count as masters untrained peripatetic Burmese and Tamil catechists.

American Baptist Mission Boys' School, Mandalay.—The school has 79 pupils, of whom 38 are boarders as against 76 last year. It possesses the best school-house of any institution in Upper Burma. The old building is now used solely as a boarding-house. There is a distinct general improvement both in and out of the school. A higher percentage of passes has been obtained than in any previous year, and this is evidently the result not only of the painstaking efforts of the staff, but also of the very regular attendance that is now enforced. Drill and gymnastics have been taken up with great success. The chief stumbling-block in examination is Euclid, a subject which, in most Anglo-Vernacular schools, seems to be learnt by rote. The rates of schooling-fee should be raised.

European Wesleyan Mission Boys' School, Mandalay.—The number of pupils has decreased from 94 to 73. This is due partly to the want of a good European teacher, the want of continuous superintendence (the Superintendent has frequently to be absent at out-stations), and partly to the situation of the new school which lies in the midst of the Manipurian quarter and yet contains only 16 Manipurian pupils. The irregular attendance of pupils has for two years running produced small results-grants. Monthly reports and daily marks registers have been introduced. Athletics have been taken up with great zest under the Rev. Mr. Bestall's guidance. The weak point of instruction is grammar, both in English and in Burmese. The knowledge of geography possessed by the pupils here is exceptionally good. The school requires extension, as the accommodation for the primary classes is very insufficient. It is the only school in Mandalay that has no free pupils.

S. P. G. All Saints' Mixed School, Shwebo.—A new school-house has been built, the upper story being used for the Anglo-Vernacular department, which contains 32 boys and 11 girls, and the ground floor for the technical department, in which 11 girls are learning weaving. In the Vernacular department there are five girls. There is no school in Upper Burma where the primary classes are so well grounded as here. The native teachers have greatly improved in their method of work. Singing should be taught according to notation, and school drill and gymnastics should be included in the course of instruction. The institution is now adequately furnished. It needs being kept more prominently before the public, for Shwebo is a place where it is not the Anglo-Vernacular school but the Anglo-Vernacular pupil that has to be sought after.

European Wesleyan Mission Boys' School, Pakôkku.—Of all the district schools in the upper province this continues to hold the premier position. During the year the number on the rolls increased from 56 to 66. This shows that the people, after a little hesitation at first as to the expediency of sending their children to a Mission school, are quite aware of the prospective advantages of an English education for them. It may be noted that the Chinese accord a strong support to the school; their sons invariably make very apt scholars. The number of boarders has increased by one. Athletics are taken up very heartily by the pupils, and their smartness and precision in drill and gymnastics evidence the careful training they have received from a naik in the local police. The results of examination were better than those of the preceding year, good as those results were. This is in a large measure owing to the Rev. Mr. Thomas's daily participation in the work of the school. The benefits of a European's instruction are very perceptible in those two subjects that are peculiarly difficult to native students, namely, English and geography. In some of the classes the pupils were not uniformly advanced. Native teachers in handling a number of boys rarely take steps to prevent the formation of a gulf in the class.

American Baptist Mission Mixed School, Myingyan.—The number on the rolls has increased from 22 to 50, but the work of the school is not satisfactory as tested by examination. The teaching staff is not strong enough to manage larger and higher classes, while the demand made upon the Superintendent's time by her evangelical work hinders her proper supervision of the school. Twelve of the pupils are natives of India, and these it is satisfactory to note are taking

up Burmese as their second language. The only female pupil is a native of India. The school is at present closed, but will probably be re-opened this year, at least as a vernacular institution.

American Baptist Mission Burmese Girls' School, Mandalay.—The number of pupils has risen from 13 to 28, of whom 18 are boarders. Its accommodation has been increased. It has a strong teaching staff, and before long it will be possible to start a normal department here. Since the establishment of the school in 1887 there has been absolutely no fluctuation of pupils; and this indicates that, though Burmese parents may ordinarily be averse to their daughters receiving systematic instruction, and particularly Anglo-Vernacular instruction, those who have been liberal-minded enough to send their girls to this school have no desire to remove them.

Roman Catholic Mission St. John's Mixed School, Nabet.—A handsome new school-house, costing Rs. 10,000 has replaced the old wooden building constructed for the use of the Turinese missionaries by the grand-father of the present donor, Maung Alphonse, a former pupil here. The institution suffered a heavy loss by the death in February last of the Superintendent, the Rev. E. Lecomte, who had laboured in this village-scattered tract for over thirty years. Owing to the temporary withdrawal of many pupils and the closing of the school during March the number on the rolls has decreased from 52 to 41 in the Anglo-Vernacular department, and from 38 to 24 in the Boys' Vernacular department, but the number in the Vernacular department has risen from 15 to 17. The boarders aggregate 29 as against 37 in the year preceding. The school is now well furnished and equipped, but the teaching staff still remains undermanned. Due partly to this and partly to the interruption of work caused by the demolition of the old building and the death of the Superintendent, the pupils fared badly at the annual examination.

Roman Catholic Mission Boys' School, Yamèthin.—The school progresses steadily in popularity and in its outturn of work. The Municipality contributes Rs. 10 a month towards its support. There are 49 pupils on the rolls as against 43 in the year preceding. Judging from the gradual decrease in the average age of pupils in the Lower Primary classes, the Burmans are beginning to recognize the advisability of sending their children to school at an early age, so that their English education may be sound, progressive, and useful. The rates of fee have been raised. The supply of text-books and furniture is now adequate. The accommodation requires extension. The opening of a Vernacular Girls' school has been postponed to the current year. The large mission circle of the Superintendent unfortunately necessitates his frequent absence from the school.

Railway Mixed School, Yamethin.—This institution meets a want and, as it is primarily a school for the children of the European employés of the railway, it in no way interferes with the local R. C. M. school which is intended for the education of natives. As parents are being constantly transferred from one station to another, the fluctuation of pupils is great and upsets all continuous school-work. There are on the rolls four boys and seven girls. These, for the economy of teaching power and for a better individual attention, should be distributed into fewer classes.

American Baptist Mission Boys' School, Pyinmana.—The number of pupils has increased by two; the teaching staff has been strengthened; the rates of schooling fee have been raised; a new school building (a large wooden structure providing accommodation for the boys' and girls' departments and by an early date for a boarding department) has been set up, and a neighbouring plot of ground has been bought for use as a play-ground. The pupils are somewhat prone to faults of pronunciation in English reading, but these are traceable to the native teachers, and show the need there is for the Superintendent to take an active part in this branch of instruction. It is quite time that a European teacher was placed in charge of the school.

Roman Catholic Mission Boys' School, Pyinmana.—This school caters educationally as much for the children of natives of India as for those of Burmese parentage. The number on the register has risen from 25 to 38. Though the school is small, no less than four second languages are taken up, namely, Burmese,

Tamil, Telegu, and Bengali. As there is every probability of the Indian children remaining more or less permanently in Burma, it would be as useful as it certainly would be convenient to teach them Burmese as a second language. The institution has suffered severely from a constant succession of native headmasters, ill-taught, ill-behaved, and at all seasons touting for a clerkship in a Government office.

SECTION V.

PRIMARY INSTRUCTION.

48. The following statement compares the statistics of public primary schools for the past two years :—

Class of institution.	Number of Primary schools or Primary departments of Middle schools under inspection.		Number of pupils in attendance.		Number of pupils passed							
					Upper Primary.				Lower Primary.			
					IV.		III.		II.		I.	
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
Public institutions under public management.	...	...	...	...	...	...	...	...	...	...	...	...
Public institutions under private management.	22	22	806	792	50	46	55	78	93	107	114	120
Indigenous schools, aided. Burmese ...	420	532	8,901	12,838	..	57	33	205	116	492	190	1,378
Indigenous schools, aided. Mahomedan ...	1	1	36	37	...	...	...	2	9	9	...	...
Indigenous schools, aided. Manipurian ...	2	2	60	65	...	...	...	...	...	...	...	6
Total ...	445	557	9,803	13,732	50	103	88	280	218	608	304	1,504

The decrease of public schools in the Mandalay, Bhamo, Ruby Mines, and Upper Chindwin districts is due to the more rigid examination such schools were subjected to last year: this led to the temporary reduction of some schools to the private grade. The decrease in the Sagaing and Yamèthin districts was brought about by the general exodus of pupils from schools to the relief works started at the time of the awarding inspections in those districts.

49. The following table shows the divisions and districts in which the above schools are at work :—

Division.	District.	Municipal.	Missionary.	Indigenous. Burmese. Monastic.	Indigenous. Burmese. Lay.	Indigenous. Manipurian.	Indigenous. Moslem.	Total for 1891-92.	Total for 1890-91.
NORTHERN ...	Mandalay	...	8	33	57	2	1	101	132
	Bhamo	...	...	14	3	...	...	17	47
	Katha	...	...	8	1	...	...	9	9
	Ruby Mines	...	...	1	2	...	...	3	8
	Shwebo	...	2	39	11	...	...	52	15
CENTRAL ...	Ye-u	...	...	16	1	...	...	17	13
	Sagaing	...	1	32	13	...	...	46	56
	Lower Chindwin	...	...	42	12	...	...	54	15
	Upper Chindwin	...	..	1	1	...	...	2	7

Division.	District.	Municipal.	Missionary.	Indigenous. Burmese. Monastic.	Indigenous. Burmese. Lay.	Indigenous. Manipurian.	Indigenous. Moslem.	Total for 1891-92.	Total for 1890-91.
Southern	Myingyan	...	1	14	16	...	...	31	16
	Pakôkku	..	1	18	15	...	...	34	10
	Minbu	...	...	26	9	...	..	35	12
	Magwe	...	...	29	9	...	...	38	19
Eastern ...	Kyauksè .	...	3	32	12	...	...	47	18
	Meiktila	...	1	10	3	...	...	14	12
	Yamèthin	...	2	20	5	...	...	27	36
	Pyinmana	...	3	17	10	...	...	30	20
Total	For 1891-92	...	22	352	180	2	1	557	...
	For 1890-91	.	22	267	153	2	1	...	445
For 1891-92	Increase	...	...	85	27	...	...	112	...
	Decrease	...	...	...	..	...	...	...	.

There is a general increase of 112 schools, 3,929 pupils, and 1,835 examination passes. The number of Anglo-Vernacular primary schools remains unchanged. The R. C. M. Tamil Mixed school, Mandalay, and the S. P. G. Boys' school, Madaya, were transferred to the register of Vernacular primary schools, while the A. B. M. Mixed school, Sagaing, and the R. C. M. Boys' school, Myingyan, no longer exist. To counterbalance these, the following four new schools have been opened,—the R. C. M. Boys' school, Shwebo; the R. C. M. Mixed school, Kyauksè; the Railway Mixed school, Yamèthin; and the S. P. G. Boys' school, Pyinmana. There is a slight decrease of 14 in the attendance at the Anglo-Vernacular schools, owing partly to the fluctuation of pupils in European schools and partly to the disorganization of school work at Nabet, but the examination passes show a satisfactory increase. Under the head of Burmese indigenous schools are included 20 Vernacular Mission schools with 350 pupils. The Burmese schools have increased by 112 and the number of pupils by 3,937. The 4th standard has been reached by this class of schools, 57 passes having been obtained thereby, while there is an increase of 172 by the 3rd standard, of 376 by the 2nd standard, and of 1,188 by the 1st standard. The Mahomedan and Manipurian schools remain stationary, save that the standard of instruction in the former has risen from the 2nd to the 3rd, while in the latter passes by the 1st standard have been secured for the first time.

It should be remembered that the 4th Standard examination in Upper Burma is a written one. It affords a better test than a *vivâ voce* one for the award of scholarships and for the comparison of the several districts, and it is a much better preparation for the entrance of a pupil into the Middle school stage of education.

A—Non-Indigenous Institutions.

50. The following table gives the results for the last two years of the examination of the registered aided Anglo-Vernacular primary schools in Upper Burma.

Division.	District.	Name of school.	1890-91. First Standard. Number in class.	1890-91. First Standard. Number passed.	1890-91. Second Standard. Number in class.	1890-91. Second Standard. Number passed.	1890-91. Third Standard. Number in class.	1890-91. Third Standard. Number passed.	1890-91. Fourth Standard. Number in class.	1890-91. Fourth Standard. Number passed.	1890-91. Total. Number in class.	1890-91. Total. Number passed.	1891-92. First Standard. Number in class.	1891-92. First Standard. Number passed.	1891-92. Second Standard. Number in class.	1891-92. Second Standard. Number passed.	1891-92. Third Standard. Number in class.	1891-92. Third Standard. Number passed.	1891-92. Fourth Standard. Number in class.	1891-92. Fourth Standard. Number passed.	1891-92. Total. Number in class.	1891-92. Total. Number passed.	Results of the Second and Fourth Standard examinations taken together.
Northern	Mandalay	R. C. M. Girls'	21	4	5	4	5	5	8	5	39	18	24	7	13	7	8	5	8	8	53	27	+ 6
		A. B. M. Boys'	19	6	4	4	11	3	16	9	50	22	22	8	7	6	9	9	15	4	53	27	+ 3
		S. P. G. Boys'	48	13	23	15	14	4	12	8	97	40	45	10	29	15	23	12	16	6	113	43	+ 2
		E. W. M. Boys'	30	5	16	5	13	3	18	4	77	17	22	7	9	4	14	7	16	6	61	24	+ 1
		R. C. M. Boys'	12	2	6	1	6	1	9	...	33	4	19	6	9	4	...	...	4	...	32	10	+ 3
		R. C. M. Anglo-Tamil ...	8	...	3	...	7	...	...	...	18	...	...	...	...	...	...	...	...	...	...	...	...
		A. B. M. Burmese Girls' ...	9	3	1	1	...	...	3	2	13	6	20	9	4	3	2	1	...	...	26	13	...
		A. B. M. European Girls' ..	5	3	3	1	2	1	...	...	10	5	2	2	4	3	2	2	...	...	8	7	+ 2
		A. B. M. Mixed Infant ...	15	6	4	3	2	...	...	...	21	9	10	1	2	1	2	2	...	...	14	4	− 2
		S. P. G. Boys' Madsya ...	6	3	...	...	5	5	...	...	11	8	...	...	...	...	...	...	...	...	...	...	...
	Shwebo	S. P. G. Mixed	16	7	10	7	8	7	2	2	36	23	18	6	9	9	6	6	6	5	39	26	+ 5
		R. C. M. Boys'	3	...	...	...	...	...	...	...	3	...	15	4	4	3	...	...	4	...	23	7	+ 3
Central ...	Sagaing	A. B. M. Mixed	19	5	10	5	4	3	3	2	36	15	...	...	...	...	...	...	...	...	...	...	− 7
		R. C. M. Mixed, Nabet ...	27	18	10	6	7	6	8	2	52	32	9	8	19	12	2	...	10	...	40	20	+ 4
Southern	Myingyan	A. B. M. Mixed	8	5	5	3	6	4	2	1	21	13	23	2	9	5	10	5	6	1	48	13	+ 2
		R. C. M. Boys'	2	...	11	6	...	...	3	...	16	6	...	...	...	...	...	...	...	...	...	...	− 6
	Pakôkku ...	E. W. M. Boys'	23	10	13	6	7	6	12	10	55	32	25	12	15	7	6	6	9	5	55	30	− 4
Eastern	Kyauksè	E. W. M. Boys'	10	3	6	5	2	1	1	1	19	10	12	3	4	3	4	3	4	4	24	13	+ 1
		R. C. M. Mixed	15	...	...	...	...	...	..	...	15	...	13	...	4	3	...	...	...	...	17	3	+ 3
		S. P. G. Mixed, Myittha ...	13	8	...	...	...	...	...	...	13	8	6	4	5	3	...	...	...	...	11	7	+ 3
	Meiktila ...	A. B. M. Mixed	8	...	1	...	...	...	...	...	9	...	15	2	3	2	...	...	...	...	18	4	+ 2
	Yamèthin	R. C. M. Boys'	20	6	16	11	...	...	8	2	44	19	21	14	10	5	13	5	3	2	47	26	− 6
		B. S. Railway Mixed ...	6	...	6	...	2	...	4	...	18	...	2	...	4	1	2	1	2	...	10	2	+ 1
	Pyinmana	R. C. M. Boys'	8	3	14	3	...	...	...	...	22	6	30	3	3	1	2	2	2	...	37	6	− 2
		S. P. G. Boys'	...	...	...	...	...	...	...	..	...	...	4	3	13	4	...	...	...	...	17	7	+ 4
		A. B. M. Boys'	10	4	11	7	12	6	3	2	36	19	18	9	8	6	12	7	8	5	46	27	+ 2
		Total ..	361	114	178	93	113	55	112	50	764	312	375	120	187	107	117	73	113	46	792	346	+10

51. The following statement gives the nationality of the candidates presented and passed at the Anglo-Vernacular Standard examinations :—

Examination.	Europeans and Eurasians.		Burmese.		Natives of India.		Chinese.		Karen.		Shan.		Total.	
	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.
First standard	13	10	109	92	29	14	6	5	1	1	...	...	158	120
Second standard	18	12	105	85	17	8	1	1	...	...	1	1	142	107
Third standard	10	7	60	51	16*	12*	3	2	1	1	...	...	90	73
Fourth standard	12	9	60	34	4	1	2	2	...	...	...	...	78	46
Fifth standard	9	8	31	27	5	5	...	...	...	...	...	...	45	40
Sixth standard	1	...	11	7	2	1	1	...	...	...	1	1	16	9
Seventh standard	11	6	11	7	...	...	...	...	...	...	...	...	22	13
Eighth standard	3	2	...	...	...	...	...	...	...	...	...	...	3	2
Total ...	77	54	387	303	73	41	13	8	2	2	2	2	554	410
Percentage of passes to number presented.	70		78		56		62		100		100		74	

* One Pônna included.

52. The provincial 4th Standard examination was held simultaneously with that by the 7th standard. Of 78 Anglo-Vernacular candidates (65 male and 13 female) who appeared for examination, 35 and 11 respectively passed. No pass in the first class was obtained. The candidate, who headed the list of second class passes, came from the E. W. M. School, Mandalay. One hundred and fifty-six candidates (144 male and 12 female) sat at the Vernacular test by that standard, of whom 55 and 7 respectively passed, and all in the second class. It is worthy of note that, while a pôngyi voluntarily appeared for the 7th Standard examination, no less than four of the candidates at the vernacular 4th Standard examination wore the yellow robe. Of the vernacular 4th standard candidates 7 were masters and 2 mistresses, of whom 4 masters and 1 mistress passed, and are now working up for their teacher's certificate. The pupils were better prepared in the procedure of examination last year, but some showed from their work how neglected they had been at school. In some cases it was but too painfully evident how little Superintendents had taken any active share in the work of teaching, and how much they had left the teaching of even English in the hands of incompetent native teachers. It is hard to combine itinerant work with effective supervision. Of course, while pointing out these defects, it should be remembered that many of the managers have had but little educational experience and are new to the East.

53. The results of the primary examinations show that English and Native schools alike are steadily developing. In mental arithmetic the boys from the latter schools are far superior to those from the former, though on the other hand the Vernacular schools, as may be expected, are far behind-hand in the teaching of geography.

54. In the early part of the year the vexed question of the employment of lay teachers in the pôngyi kyaungs, along with which went the question of introducing secular education into those schools, excited the pôngyis of Mandalay. In certain centres, owing to the seeds of opposition having been dexterously sown by emissaries from Mandalay at a time when the re-organization of the district gaings was being taken in hand by the Thathanabaing, local feeling was so strong that some pôngyis, such as U Nyaneinda of Ava, U Nandi of Tazô, U Aseinna of Myotha, U Nayeinda of Mingan, U Zina of Meiktila, and many others *had to decline to accept on his arrival the services of the certificated teacher that they had applied for.* Everywhere pôngyis were met with eager to be given a trained teacher, but hesitating to apply for one until the Thathanabaing had issued a pastoral sanctioning such voluntary applications. On the other hand, in the very heart of Mandalay, Pôngyi U Pyinmya, who tired of waiting longer in this uncertainty had obtained a departmental teacher, found the inrush of new pupils so great that he had to get the residents of the quarter to build him a new kyaung. For a few months there was considerable friction between the followers of the old and the new systems of educational work. Indeed, the feelings of both parties grew so embittered that the lay supporters of the leading pôngyi of the new school in Mandalay, driven to the supposition that peace is the sooner brought about by a declaration of war to the knife, formally considered the advisability of taking legal action against the pôngyi's taikôk for intimidation and for the unwarrantable excommunication of the pôngyi. The people at large have all along seen that secular and spiritual education must go hand-in-hand if boys are to be trained to quit themselves in the future as intelligent and useful members of the community.

55. Much of the opposition to the introduction of secular education into the pôngyi kyaungs was based on the ground that the chief function of these schools was the imparting of a religious and classical training. Much was heard of the utility of these institutions in preparing candidates for the Patamabyan examination, the subjects of which consisted solely of Pali theological texts. As this examination is about to be resuscitated, it was thought desirable to ascertain what the indigenous schools were really doing in the way of classical instruction. They were accordingly invited to send up candidates for the provincial examinations in Pali. No candidate appeared for the 7th standard test in this subject. For the 4th standard test 70 candidates appeared, of whom 32 came from

monastic and 38 from lay schools. Of the candidates from monastic schools two were pôngyis and three were koyins. The text-book prescribed for the examination was a book that is claimed to be taught to every boy in every pôngyi kyaung in Burma, namely, the Pareitkyi, the Buddhist ritual, verses from which serve as the prayers in common use for recitation at the pagoda. For this a short and easy paper was set, but of all the candidates only six passed and these came from a lay school in Mandalay managed by a Lower Burman. Not only did the ecclesiastical, monastic, and other candidates know absolutely nothing of Pali grammar, but not one could translate into Burmese one of the commonest Pali gathas.

56. Efforts have steadily been made to introduce the school-fee system into indigenous lay schools; and under the Grant-in-aid Rules a uniform and fair rate of fee was decided on in the English schools. As regards the latter schools in the large towns, in order to avoid friction and improper competition, managers have entered into a mutual agreement to charge the same rates of fees in their schools. In the Lower Primary department the minimum rate of Re. 1 is charged, and an additional rupee is added for each of the higher departments. No difficulty is experienced in obtaining payment of these fees, for a Burman generally finds that he can pay when he learns that he must pay or go without, and more especially as our examination certificates have gone abroad and a demand has arisen in the public service for trained Upper Burmans. The minimum fee might be raised without difficulty. Some country schools, however, on the plea of the poverty of the people, levy a fee of only 8 annas a month in the Lower Primary department, Re. 1 in the Upper Primary department, and Rs. 2 in the Middle department. This is altogether wrong, and depreciates an English education far below its market value; for it means that a Native parent has only to spread out over seven years a trifling outlay of Rs. 108 in order to make his son eligible for appointments worth at least Rs. 40 or Rs. 50 a month. In the lay schools, in which it has been from time immemorial customary to impart instruction gratuitously, it is difficult to get some managers to charge any fee at all. The poverty of parents, the short stay pupils make at school, their irregular attendance, their prolonged absence when engaged in transplanting paddy or in other outdoor work, and, last but not least, the eternally quoted *tonzan*, all are pleaded as excuses for the wholesale remission of schooling-fees. Of course lay school-managers, as in a way the pôngyis are, are compensated in kind for the instruction they give. But where the department aids a school with books and a money grant, and where the people are quite alive to the advantages of a systematic and progressive education, it is necessary that they should learn to pay for value received as they do in other things, so that the manager may be able to extend, equip, and develop his school, which he cannot possibly do, when subsisting inertly on occasional doles of food and clothing, and making his school an advertisement for his medicine shop. Some managers no doubt hesitate to levy a regular fee from fear that, in losing thereby some of their pupils, they may render their schools no longer eligible for remission from payment of thathameda. In schools aided with the services of a certificated teacher payment of schooling-fees is of course enforced. Some managers have still to learn that, unless payment of fees is rigidly enforced by them, they will not have the means to retain their trained teacher when only a half-salary grant is allowed. Others, however, are going the right way to work. For instance, in Mandalay, four lay school-managers each obtain an annual income by fees of Rs. 400 and by results-grants of Rs. 300.

57. In the following paragraphs more detailed information is given of the condition of the Anglo-Vernacular Primary schools :—

R. C. M. St. Peter's Boys' School, Mandalay.—This school was for the greater part of the year in charge of the late Rev. E. Fercot, who devoted himself with much zeal to its development. The number on the rolls has increased from 14 to 32, and the examination results are creditable, as the school aimed at doing a little well rather than as in 1890-91 much badly. Half of the pupils are of Indian parentage. The rates of schooling-fee will have to be made uniform with those charged in the other English schools in Mandalay. On the arrival of the Christian Brothers and the construction, as proposed, of another and more substantial building, the school should not only hold its own with the larger and richer

Mission schools in Mandalay, but should push them hard for the premier place in respect of popularity and success.

A. B. M. European Girls' School, Mandalay.—This school is now located in one of the class-rooms of the new A. B. M. Boys' school. The number on the rolls is eight. Kindergarten work has been introduced and is very popular. The school should have a separate Superintendent, for, as at present conducted, it interferes with the proper management of the Boys' school. I have my doubts whether the school is worth keeping up.

A. B. M. Mixed Infant School, Mandalay.—The institution has steadily decreased in numbers during the last two years. There are 14 pupils in attendance (10 boys and 4 girls) as against 18 in the preceding year. The decrease is due to constant changes in its superintendence and in the teaching staff, and also to the poverty of the quarter in which the school is situated. A Burmese certificated mistress has been obtained for the school during the current year, and it will for the present be run purely as a vernacular school to serve as a 'feeder' to the A. B. M. Boys' school.

R. C. M. Boys' School, Shwebo.—There are 28 boys on the rolls. A fairly commodious school-house has been set up. Owing to its inability to meet its working expenses and to compete with the local S. P. G. school, and also owing to the Superintendent's time being mainly occupied with his evangelical work in the district and his functions as Catholic Chaplain to the troops stationed at Shwebo, it has been found necessary since the close of the year to conduct the school as a private institution.

E. W. M. Boys' School, Kyauksè.—The number of pupils has risen from 21 to 24. The school progresses very slowly. It is a great reproach to the inhabitants of a rich thriving place like Kyauksè that they should so disregard the opportunity and benefits of an English education for their children. Were the school placed in charge of a Eurasian or even a Burman teacher, and were the visits of the Superintendent more frequent, so that he could find occasion for interviewing the leading natives of the town and enlisting their sympathies in the work of the school, no doubt it would become popular.

St. Michael's R. C. M. Mixed School, Kyauksè.—This school is located in the Railway office, which the Mission should endeavour to purchase, exchanging for the land on which the office stands the plot of the same area nearer to the station and procured from Government two years ago. The school contains 16 boys and 1 girl, some of whom come from the Vernacular Mission schools at Zigôn and Kyanthagôn.

S. P. G. Mixed School, Myittha.—As this institution had been carried on at a dead loss for the last two years the Superintendent closed it at the end of the year, but it has since been re-opened by the Baptist Mission. There were on the rolls 8 boys and 3 girls as against 13 pupils last year. The majority of the pupils came from Lower Burma.

A. B. M. Mixed School, Meiktila.—A new mission-house has been built, the ground-floor of which affords ample accommodation for school purposes. There are 13 boys and 5 girls in attendance as against 8 boys and 1 girl in the preceding year.

All Saints' S. P. G. Boys' School, Pyinmana.—This new school unfortunately has been located just at the back of the A. B. M. school. The establishment of a Teachers' Association in this town, however, has led to school-work being harmoniously carried on in the three local English schools. The school contains 17 boys, not one of whom has yet advanced out of the Lower Primary stage. Two military policemen attended the school for some time for the purpose of learning English. The school has not a bright future.

B—Indigenous Schools.

58. Owing to the drought and the consequent failure of the crops and to the slow progress of education in certain of the remote districts, it was thought expedient to maintain the relaxed conditions in vogue in 1890-91 for the recogni-

tion of an indigenous institution as a public school. From 1st April 1892 the conditions prescribed under departmental rules have come into force. The receipt of results-grants has so stimulated the energies of school-managers that it is found necessary to make no distinction between Upper and Lower Burma as to the registration and examination of schools.

59. The following is a statistical summary of indigenous Burmese schools for 1891-92:—

Statistical Summary of Indigenous Burmese

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of Institutions: At the beginning of the year.	Brought on inspection list during the year.	Withdrawn from the inspection list.	At the close of the year	Attendance: Boys.	Girls.	Total.	Number of schools.	Attendance: Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Northern.	Mandalay	Monastic	461	209	78	592	7,158	.	7,158	33	599	
		Lay	127	66	36	157	2,083	1,840	3,923	57	1,105	1,032
		Total	588	275	114	740	9,241	1,840	11,081	90	1,704	1,032
	Bhamo	Monastic	47	23	7	63	889	...	889	14	278	...
		Lay	6	...	2	4	77	51	128	3	71	51
		Total	53	23	9	67	966	51	1,017	17	349	51
	Katha	Monastic	10	37	3	44	678	...	678	8	231	.
		Lay	3	1	...	4	37	30	67	1	15	13
		Total	13	38	3	48	715	30	745	9	246	13
	Ruby Mines	Monastic	7	6	1	12	262	...	262	1	20	.
		Lay	4	...	1	3	26	23	49	2	25	12
		Total	11	6	2	15	288	23	311	3	45	12
	Shwebo	Monastic	109	112	22	199	2,371	1	2,372	39	658	1
		Lay	6	11	..	17	70	191	261	11	45	158
		Total	115	123	22	216	2,441	192	2,633	50	703	159
Central.	Ye-u	Monastic	51	48	9	90	903	...	903	16	253	...
		Lay	1	3	1	3	15	20	35	1	12	11
		Total	52	51	10	93	918	20	938	17	265	11
	Sagaing	Monastic	382	51	25	408	5,524		5,524	32	804	...
		Lay	31	8	7	32	230	333	563	13	169	160
		Total	413	59	32	440	5,754	333	6,087	45	973	160
	Lower Chindwin	Monastic	326	34	180	180	3,434	...	3,434	42	924	...
		Lay	20	1	...	21	162	327	489	12	127	201
		Total	346	35	180	201	3,596	327	3,923	54	1,051	201
	Upper Chindwin	Monastic	48	71	31	88	1,567	...	1,567	1	31	...
		Lay	3	1	...	4	33	31	64	1	11	12
		Total	51	72	31	92	1,600	31	1,631	2	42	12
Southern.	Myingyan	Monastic	473	47	79	441	6,888	..	6,888	14	291	...
		Lay	22	10	5	27	134	395	529	16	87	282
		Total	495	57	84	468	7,022	395	7,417	30	378	282
	Pakôkku	Monastic	80	53	1	132	1,808	...	1,808	18	355	...
		Lay	11	10	1	20	277	205	482	15	247	149
		Total	91	63	2	152	2,085	205	2,290	33	602	149
	Minbu	Monastic	141	50	11	180	2,936	..	2,936	26	582	.
		Lay	12	1	...	13	142	159	301	9	127	123
		Total	153	51	11	193	3,078	159	3,237	35	709	123
	Magwe	Monastic	93	40	2	131	2,793	...	2,793	29	812	
		Lay	18	2	4	16	165	173	338	9	100	132
		Total	111	42	6	147	2,958	173	3,131	38	912	132
Eastern.	Kyauksè	Monastic	186	93	49	230	3,015	...	3,015	32	633	
		Lay	12	10	2	20	168	152	320	12	128	115
		Total	198	103	51	250	3,183	152	3,335	44	761	115
	Meiktila	Monastic	36	5	1	40	859	...	859	10	314	...
		Lay	3	7	...	10	34	110	144	3	5	68
		Total	39	12	1	50	893	110	1,003	13	319	68
	Yamèthin	Monastic	121	4	20	105	1,679	...	1,679	20	456	...
		Lay	7	6	1	12	57	153	210	5	44	87
		Total	128	10	21	117	1,736	153	1,889	25	500	87
	Pyinmana	Monastic	43	20	...	63	1,026	...	1,026	17	382	...
		Lay	10	...	...	10	156	105	261	10	156	105
		Total	53	20	...	73	1,182	105	1,287	27	538	105
	For 1891-92	Monastic	2,614	903	519	2,998	43,790	1	43,791	352	7,623	1
		Lay	296	137	60	373	3,866	4,298	8,164	180	2,474	2,740
		Total	2,910	1,040	579	3,371	47,656	4,299	51,955	532	10,097	2,741
	For 1890-91		624	2,322	36	2,910	39,623	3,205	42,828	420	6,887	2,014
	For 1891-92	Increase	2,286		543	461	8,033	1,094	9,127	112	3,210	727
		Decrease	...	1,282			...	...	...	...	...	...

Schools for the official year ending the 31st March 1892.

AIDED INSTITUTIONS.															UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED								DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Upper Primary School examination.				*Lower Primary School examination.*								*Detail of amounts in column 25.*						
IV.		III.		II		I												
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial.	Local cess funds.	Municipal funds.	Total.	Results-grants.	Salary-grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
9	...	17	...	18	...	68	...	1,685	...	...	1,685	805	880	...	559	6,559	...	5·57
19	2	75	17	108	45	176	171	6,490	...	.	6,490	4,342	2,148	...	100	978	808	36·21
28	2	92	17	126	45	244	171	8,175	...	...	8,175	5,147	3,028	...	659	7,537	808	12·02
..			..	18	..	60	...	411	...	...	411	411	.	...	49	611	...	22·22
3	1	4	1	6	4	17	12	354	.	...	354	234	120	...	1	6	...	75·00
3	1	4	1	24	4	77	12	765	...	...	765	645	120	...	50	617	...	25·37
...	...	...	.	6	..	29	...	178		...	178	178	...	...	36	447	...	18·18
...	...	...	...	2	1	5	4	350	...	...	350	50	300	...	3	22	17	25 00
...	...	...	...	8	1	34	4	528		.	528	228	300	...	39	460	17	18·75
...	...	...	...	...	...	6	...	27	...	...	27	27	...	..	11	242	...	8·33
...	...	...	..	3	...	10	...	652	...	...	652	52	600	...	1	1	11	66·67
...		...		3	...	16		679	..	...	679	79	600	...	12	243	11	20·00
...	...	...	...	1	...	30	...	694	...	...	694	694	..	...	160	1,713	...	19 60
...	...	4	...	3	1	6	8	932	...	...	932	350	582	...	6	25	33	64·71
...	...	4	...	4	1	36	8	1,626			1,626	1,044	582	..	166	1,738	33	23·15
3	...	8	...	15	...	32	...	1,250	..	...	1,250	453	797	...	74	650	...	17·78
1	..	1	...	3		7	7	308	...	...	308	80	228	...	2	3	9	33·33
4	...	9	...	18	...	39	7	1,558	...	...	1,558	533	1,025	...	76	653	9	18·28
7	...	22	...	75	...	142	...	2,566	...	...	2,566	1,516	1,050	...	376	4,720	...	7·84
.	...	5	1	6	4	34	20	1,093	...	...	1,093	555	538	...	19	61	144	40·02
7		27	1	81	4	176	20	3,659	...	...	3,659	2,071	1,588	...	395	4,761	144	10·23
4	...	6	...	14	...	19	...	1,182	..	...	1,182	822	360		138	2,510	.	23·33
1	2	6	9	11	9	14	5	995	...	...	995	679	316	.	9	35	126	57·14
5	2	12	9	25	9	33	5	2,177	...	...	2,177	1,501	676	..	147	2,545	126	26·86
...	..	6	...	9		6	...	403	...	...	403	98	305	...	87	1,536	...	1·14
...	...	...	...	...	.	...	...	17	.	..	17	17	...	...	3	22	19	25·00
...	...	6	...	9	..	6	...	420	..	...	420	115	305	...	90	1,558	19	2·17
...	...	...	...	2	...	36	...	312	...	...	312	312	...	...	427	6,597	...	3·17
...	...	2	...	14	8	28	26	1,316	...	.	1,316	739	577	...	11	47	113	59·26
...	...	2	...	16	8	64	26	1,628	...	...	1,628	1,051	577	...	438	6,644	113	6·41
...	...	...	...	2	...	38	.	261	..	...	261	261	...	..	114	1,453	...	13·04
...	...		...	6	...	52	17	1,299	...	...	1,299	387	912	...	5	30	56	75·00
.	...	...	...	8	...	90	17	1,560	...	..	1,560	648	912	..	119	1,483	56	21·71
...	..	..	...	3	...	38	...	463	.	...	463	403	60	...	154	2,354	...	14·44
.	...	...	...	16	...	19	15	1,267	.	..	1,267	323	944	.	4	15	36	60·23
..	...	...	...	19	.	57	15	1,730	...	...	1,730	726	1,004	...	158	2,369	36	18·13
...	..	...	.	...	..	31	...	438	...	...	438	438	...	...	102	1,981	...	22·14
...	...	...		1	1	32	22	827	.	...	827	365	462	...	7	65	41	56·25
.	...	...	...	1	1	63	22	1,265	..	...	1,265	803	462	...	109	2,046	41	25·85
1	...		...	7	...	22	...	494	..	...	494	494	...	..	198	2,389	...	13·92
1	...	3	3	10	...	14	3	972	...	...	972	276	696	...	8	40	37	60·00
2		3	3	17	...	36	3	1,466	...	...	1,466	770	696	...	206	2,422	37	17·60
..	..	...	...	13	...	...	...	405	...	...	405	405	...	...	30	545	...	25 00
...	...	.	...	...	...	...	3	65	...	..	65	65	...	..	7	29	42	30 00
...	..	...	...	13	...	..	3	470	...	...	470	470	.	...	37	574	42	26·00
...	...	.	...	14	...	26	...	395	...	...	395	395	...	...	85	1,223	...	19·05
...		4	3	1	5	4	16	902	...	...	902	269	633	...	7	13	66	41·67
	...	4	3	15	5	30	16	1,297	...	...	1,297	664	633	...	92	1,236	66	21·37
...	...	..	...	6	...	4	...	379	...	...	379	379	.	...	46	644		26·98
3	...	8	...	18	3	28	16	704	...	...	704	546	158	...	...	...	...	100·00
3	...	8	..	24	3	32	16	1,083	.	...	1,083	925	158	.	46	644	...	36·98
21		59	..	203	..	587	...	11,543		...	11,543	8,091	3,452	...	2,646	36,167	...	11·74
28	5	112	34	208	81	446	345	18,543	.	...	18,543	9,329	9,214	...	193	1,392	1,558	45·26
52	5	171	34	411	81	1,033	345	30,086	...	...	30,086	17,420	12,666	..	2,839	37,559	1,558	15·78
..	...	...	...	103	13	...	...	9,960	...	...	9,960	8,706	1,254	...	2,490	32,736	1,191	14 43
52	5	186	34	308	68	862	326	20,126	.	...	20,126	8,714	11,412	...	349	4,823	367	1 35
.	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...

60. The following table gives the general statistics of the registered aided indigenous schools for 1891-92:—

Kind of school.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
Burmese	420	8,901	532	12,838
Mahomedan	1	36	1	37
Manipurian	2	60	2	35
Total ...	423	8,997	535	12,910

It is pleasing to record an improvement in the attendance of pupils at the Burmese schools.

61. The results-grants system continues to be appreciated, and it stimulates work. With the pôngyis it is very popular, though many of them, naturally enough, do not care to say so. They feel that they are now supported through the Education Department by the State as formerly they were supported by the Court through the Mahadan Wun. As a rule the pôngyis expend their grant very generously on books and clothes for, or in rewards to, the pupils. They see without objection the necessity of equipping their kyaungs out of the grant, and so school-books are spread into the interior where parents cannot buy them. Lay school-managers are a little close-fisted, but a wife and occasionally a family account for this.

62. The salary-grant system is as popular as ever. The supply of trained teachers cannot at present meet the demand. As soon as the Normal schools can turn out qualified masters and mistresses for both the Anglo-Vernacular and Vernacular schools, education in Upper Burma will advance more rapidly. One unhappy result of the small number of certificated teachers available is that some of these men, forgetful of the fact that they owe their free training to Government, wish to pick and choose places in which to work, and are strongly disinclined to go where their services are needed. This will, however, right itself in time, under the new system of training normal students. In 1890-91 teachers were placed mainly in Mandalay and other large towns in order to bring the advantages of the new system of education prominently before the people and in particular before the leading managers of monastic schools. In the year under report, owing to the ready way in which managers, both lay and monastic, had come forward at headquarters towns to ask for the services of these men, it was thought desirable to spread them into the interior more, in order to extend the sphere of their usefulness as well as to pave the way for junior teachers wishing to be employed on probation in the large towns. To their work is it in a great measure due that the people are beginning to understand what the intellectual growth of their children means and what the object of Government is in organizing and aiding education.

An independent manager at Mandalay, Maung San Hla Baw, who has passed by the 7th standard, is preparing himself for the next secondary grade Vernacular Teachers' Certificate examination.

63. The following table shows the schools in which certificated assistant teachers are at work:—

Division.	District.	Locality.	Name of School-manager.	Name of certificated Assistant teacher.	Grade.
Northern.	Mandalay ...	Town ...	Maung Tôk ...	Maung Po Tha ...	II
	do. ...	do. ...	Pôngyi U Nanda .	Maung Paw ...	II
	do. ...	do. ...	Maung O ...	Hameer Hamza ...	IV
	do. ...	do. ...	Pôngyi U Pyinnya ...	Maung Po Kin ...	III
	do. ...	do. ...	Maung Shwe Ngun ...	Maung Tun Gyaw U...	III
	do. ...	do. ...	Maung Aung Gyi ...	Maung Ba ..	III

Division.	District.	Locality.	Name of School-manager.	Name of certificated Assistant teacher.	Grade.
Northern—concluded.	Mandalay ...	Madaya ...	Maung O ...	Maung Po Tun ...	IV
	do. ...	Thayetkan ...	Maung Kyôk ...	Maung Po Kin ...	IV
	Bhamo ...	Mogaung ...	Pôngyi U Kethara ...	Maung Po Tin ...	III
	Katha ...	Tigyaing ...	Maung Thin ...	Maung Shwe Kyon ...	IV
	do. ...	Kyannhyat ...	Pôngyi U Mezu ...	Maung Po Tin ...	IV
	Shwebo ...	Shwebo ...	Maung Pan ...	Maung Tun Hla ...	II
Central.	Ye-u ...	Ye-u ...	Pôngyi U Thumana ...	Maung Po Tha ...	III
	do. ...	Tazè ...	Maung Tha Du ...	Maung Hla Baw ...	IV
	do. ...	Tabayin ...	Pôngyi U Nayeinda ...	Maung Tha Aung Byu.	III
	Sagaing ...	Town ...	Pôngyi U Ayeindhama.	Maung San Baw ...	IV
	do. ...	do. ...	Pôngyi U Kalayana ...	Maung Mè ...	III
	do. ...	Yedwingaung ...	Ma Mein ...	Maung Pyo Kyin ...	IV
	do. ...	Saye ...	Pôngyi U Pandeissa ...	Maung Po Hnan ...	IV
	do. ...	Ngazun ...	Pôngyi U Thilasara ...	Maung Kala ...	IV
	do. ...	Kyauktalôn ...	Pôngyi U Einda ...	Maung Shwe Pyi ...	IV
	do. ...	Myinmu ...	Pôngyi U Sanda ...	Maung Shwe Nwe ...	III
	do. ...	Alakappa ...	Pôngyi U Adeissa ...	Maung Tun Hla ...	III
	Lower Chindwin ...	Mônywa ...	Maung Po Tu ...	Maung Po Lin ...	IV
	do ...	do. ...	Pôngyi U Thuzata ...	Maung Paung Yo ...	IV
	do. ...	Salingyi ...	Maung Kyè ...	Maung Po Maung ...	IV
	do. ...	Linzagyet ...	Pôngyi U Dipa ...	Maung Tun Gyi ...	III
	Upper Chindwin ...	Mingin ...	Pôngyi U Nyanawuntha	Maung Shwe Ban ...	IV
	do. ...	Kyawzin ...	Pôngyi U Wunna ...	Maung Po Tun ...	II
	do. ...	Homalin ...	Pôngyi U Damathami...	Maung San Hla Dun...	IV
Southern.	Myingyan ...	Myingyan ...	Maung E ...	Maung Po U ...	IV
	do. ...	do. ...	Ma Sa Bwin ...	Maung Tha ...	IV
	do. ...	Kyaukpadaung ...	Pôngyi U Yewada ...	Maung Po Nyun ...	IV
	Pakôkku ...	Pakôkku ...	Maung Ôk ...	Maung Po Myit ...	IV
	Minbu ...	Minbu ...	Pôngyi U Nageinda ...	Maung Po Kya ...	IV
	do. ...	Sinbyugyun ...	Maung San Baw ...	Maung Po Maung ...	IV
	Magwe ...	Taungdwingyi ...	Maung Kôn Tan ...	Maung Ba Lè ...	IV
	do. ...	Yenangyaung ...	Maung Hlaing ...	Maung Po Thein ...	IV
Eastern.	Kyauksè ...	Town ...	Maung Myo ...	Maung Shwe Pè ...	III
	Yamèthin ...	do. ...	Maung Min Gaung ...	Maung Mya The ...	IV
	Pyinmana ...	do. ...	Maung Saung ...	Maung Po Nyan ...	V

64. The following statement gives the names of school-managers who have applied for teachers, but for whom no teachers are available or whose schools the certificated assistants that had been appointed have not as yet joined :—

Division.	District.	Locality.	Name of School-manager.
Northern	Mandalay ...	Town ...	Maung Kyaw.
	do. ...	do. ...	Maung Pu.
	do. ...	do. ...	Maung Po Gaung.
	do. ...	do. ..	Maung Gyi.
	do. ...	do. ...	Maung Kyaw.
	do. ...	do. ...	Maung E.
	do. ...	do. ...	Maung Myaing.
	do. ...	do. ...	Maung Kyaw Mya.
	do. ...	do. ...	Maung Lu Gyi.
	do. ...	do. ...	Pôngyi U Thila.
	Katha ...	Moda ...	Pôngyi U Keta.
	do. ...	Mawteik ...	Pôngyi U Thumana.
	Ruby Mines ...	Mogôk ...	Maung Tun Lin.
	Shwebo ...	Town ...	Maung Paw.
	do. ...	do. ...	Ma Lat.
	do. ...	do. ...	Maung Hpaw.
	do. ...	Thitseingyi ...	Maung Himein.
	do. ...	Malè ...	Pôngyi U Ketu.
	do. ...	Yedaw ...	Pôngyi U Nyanawuntha.
Central	Ye-u ...	Town ...	Pôngyi U Lekkana.
	do. ...	Tazè ...	Pôngyi U Nandi
	do. ...	Kaduma ...	Pôngyi U Thôndara.
	Sagaing ..	Town ...	Maung Than.
	do. ...	do. ...	Pôngyi U Sanda.
	do. ...	do. ...	Pôngyi U Zawana.
	do. ...	do. ...	Pôngyi U Nyeya.
	do. ...	do. ...	Pôngyi U Thumana.
	do. ...	Myotha ...	Maung Gan.
	do. ..	do. ...	Ma Pu.
	do. ...	do. ...	Pôngyi U Aseinna.

Division.	District.	Locality.	Name of School-manager.
Central	Sagaing ...	Myinmu ...	Maung Myo.
	do. ..	Wunbyi ...	Pôngyi U Withôkda.
	do. ...	Sungyet ...	Pôngyi U Muneinda.
	Lower Chindwin ...	Nyaunggôn ...	Maung To.
	do. ...	Mônywa ...	Maung Pyo.
	do. ...	Alôn ...	Maung Chit Lu.
	do. ...	Thazi ...	Maung Hlaing.
	do. ...	Mônywa ...	Pôngyi U Zawana.
	do. ...	Wadawma ...	Pôngyi U Sayeinda.
	Upper Chindwin ...	Kindat ...	Maung Kan Tha.
	do. ...	Hlègu ...	Pôngyi U Thuzata.
	do. ...	Mingin ...	Pôngyi U Nyanawuntha.
	do. ...	Maungkan ...	Pôngyi U Pyinnya.
Southern	Myingyan ...	Town ...	Maung Pwe.
	do. ...	Natogyi ...	Maung Hlaing.
	Pakôkku ...	Town ...	Maung Po Hla.
	do. ...	do. ...	Maung Kyin.
	do. ...	do. ...	Maung Shwe Po.
	do. ...	do. ...	Pôngyi U Meda.
	Minbu ...	do. ...	Maung San Baw.
	do. ...	do. ...	Maung Po Lauk.
	do. ...	do. ...	Maung Hmat.
	do. ...	Legaing ...	Maung Kywet.
	do. ...	Salin ...	Maung Thet U.
	do. ...	do. ...	Maung Tha Aung.
	Magwe ...	Town ...	Maung San Dun.
	do. ...	do. ...	Maung Po Mya.
	do. ...	do. ...	Maung Lu Gyi.
Eastern	Kyauksè ...	do. ...	Maung Tha Aung.
	do. ...	Myittha ...	Maung Yan.
	do. ...	Thaiktu ...	Maung Aung Dun.
	Meiktila ...	Town ...	Pôngyi U Teza.
	do. ...	do. ...	Pôngyi U Zina.
	Yamèthin ...	Pyawbwè ...	Ma Shin.
	do. ...	Theingôn ...	Pôngyi U Adeissa.
	Pyinmana ...	Town ...	Maung Pè.

65. The following table shows the schools in which certificated assistant mistresses are at work:—

Division.	District.	Locality.	Name of school.	Name of certificated assistant mistress.
Northern ...	Mandalay ...	Town ...	A. B. M. European and Eurasian Girls' school.	Ma Ngè.
Do. ...	Do. ...	Do. ...	A. B. M. Burmese Girls' school ...	Ma Tha Wa.
Do. ...	Do. ...	Do. ...	Ditto ...	Ma Ngwe Thaw.
Do. ...	Do. ...	Do. ...	A. B. M. Infant school	Ma Pu.
Do. ...	Do. ...	Do. ...	E. W. M. Girls' school	Ma Kyaw.
Do. ...	Do. ...	Do. ...	Ditto	Ma Pu.
Do. ...	Bhamo ...	Do. ...	A. B. M. Kachin school	Mè Yin.
Southern ...	Myingyan ...	Do. ...	A. B. M. Mixed school	Ma Mo Bwin.
Do. ...	Pakôkku ...	Do. ...	E. W. M. Vernacular Girls' school ...	Ma Sein.

These mistresses all draw half-salaries and are doing serviceable work. They are particularly useful in taking charge of the infant classes, which in large schools should always be segregated, and with which a mistress is generally a far more sympathetic and successful teacher than a master.

Half-salary grants are given to two Burmese women who have been engaged to teach weaving at the S. P. G. Technical school, Shwebo.

66. The following is a list of the probationary assistant teachers at present employed :—

Division.	District.	Locality.	Name of school-manager.	Name of probationary assistant teacher.
Northern	Mandalay ..	Town ...	Maung Tha Dun U ...	Maung Po U.
	Do. ...	Do ..	Maung Tun	Maung Mya.
	Bhamo ...	Bhamo .	Maung Pe U	Maung Po Yin.
	Shwebo ..	Cheba	Maung Sein U	Maung Paw.
Central	Sagaing ...	Pegu ...	Pôngyi U Thine	Maung Po Hmi.
	Do. .	Ngazun ...	Ma Pu	Maung San Myin.
	Do. ...	Saye ...	Pôngyi U Pandeissa ...	Maung Po Hnan.

Owing to the dearth of trained teachers and the outturn of promising pupils from indigenous schools who had passed by the 4th standard, picked youths, who had received some training from a certificated assistant teacher, were appointed probationers on a salary of Rs. 10 a month on the condition of obtaining within a prescribed period a vernacular primary grade teachers' certificate.

67. There is not a district in Upper Burma, save Meiktila, to which a trained teacher will shortly be sent, and the Ruby Mines district, where for the greater part of the year a trained teacher was placed, but where it is difficult to get a teacher to stay permanently, in which a certificated teacher is not now at work. Under the salary-grant scheme 20 monastic and 21 lay schools are already aided by the Department as against 5 monastic and 20 lay schools last year. *This proves conclusively that the opposition to the employment of lay teachers was purely a local and not a national movement, and those in opposition have seen clearly enough the folly of promoting schism.* In the large towns the pupil-teacher system has been introduced, and it is the particular care of the Deputy Inspector and of the certificated assistant teacher to train these young students with a view to using them, when certificated, in their native district, where they would be known to the people. As a rule the certificated teachers have worked very satisfactorily. It is worthy of record that almost every certificated teacher, whether engaged at a lay school or not, devotes part of his leisure to training at the special request of their head pôngyi the upazins from the kyaungs in the vicinity in the compulsory subjects of primary instruction. There is every hope that the pôngyi kyaungs will in time take the lead as they should do in the indigenous education of the country.

68. The following teachers deserve special mention for their work :—

Maung Po Tun, Pôngyi U Wunna's school, Kyondaw, Upper Chindwin district.

Maung Ba, Maung Aung Gyi's school, Mandalay.

Maung Paw, Pôngyi U Nanda's school, Mandalay.

Maung San Baw, Pôngyi U Ayeindhama's school, Sagaing.

Maung Paung Yo, Pôngyi U Thuzata's school, Mônywa.

69. The following table gives the general statistics of the Burmese indigenous public schools :—

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	2,910	3,371	461	...
Pupils	42,828	51,955	9,127	...
Full passes—				
Standard I	190	1,378	1,188	...
Do. II	116	492	376	...
Do. III	33	205	172	...
Do. IV	.	57	57	...
Results-grants paid	8,706	17,420	8,715	...

The examination passes show a very great improvement, but much remains to be done for the development of primary instruction, when of 51,955 pupils only

2,132 could pass a departmental test, that is, no less than 49,823 pupils could not pass by the 1st standard in Burmese reading, writing, and spelling and in easy sums in simple addition and subtraction.

The exceedingly elementary knowledge of arithmetic required of beginners by the Department is invariably the stumbling-block with 19 out of 20 pupils, and manifests the urgent necessity that exists for the spread of secular education.

70. In the following paragraphs full information is given as to the condition of education in the various parts of the country:—

Northern Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	780	1,095	315	...
Pupils	11,084	15,787	4,703	...
Full passes—				
Standard I	42	602	560	...
Do. II	40	216	176	...
Do. III	28	118	90	...
Do. IV	...	34	34	...
Results-grants paid	4,241	7,143	2,902	...

Of the divisions in Upper Burma this has made most progress. One pupil in every 16 has obtained a full pass as against one in a hundred in the year preceding. Next to it comes the Central division with a pass for every 24 pupils as against 84 pupils in 1890-91; then the Eastern division with a pass for every 31 pupils as against 126; and last the Southern division with a pass for every 39 pupils as against 419. In every division, save the Southern, the 4th standard of instruction was reached. In the Northern division, in spite of the mistrust and misrepresentations of certain ecclesiastical bodies, education advanced rapidly and extensively in Mandalay town and in the Shwebo district. In the far north, where the work of administration is now gradually effecting a fusion of various tribes and races, education can only progress slowly. In certain centres it is making headway. In some cases unexpected success has been met with. For instance, during the inspection of the Momeik township, the instruction given in the way of model lessons to the pupils of monastic schools led to two Shan pôngyis applying for trained lay teachers and to one of them offering to work with his trained teacher amongst the local Palaungs by whom he was held in high respect. A Sub-Inspector is urgently required for this division, for not only are managers in need of constant supervision and frequently of instruction, but some of the outlying villages are totally neglected for want of means of rapid communication. Some children, too, are come across, such as those of the coal-miners at Kabwet and of the gold-washers at Ava and Amarapura, whose education their parents entirely disregard. On the frontier, where the very turbulence of the hill tribes has something attractive in it, the spread of vernacular primary education will, it is hoped, attract the attention of the Kachins and others to more peaceful pursuits and supply the State in the near future with serviceable policemen and foresters.

Mandalay Town.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	367	524	157	...
Pupils	6,021	8,315	2,294	...
Full passes—				
Standard I	24	390	366	...
Do. II	33	165	132	...
Do. III	28	108	80	...
Do IV	...	30	30	...
Results-grants paid	2,547	4,731	2,184	...

With a population of 169,617, Mandalay Town has 1,024 Burmese and 34 other Native schools containing 9,362 and 778 pupils respectively. The 34 non-Bur-

mese schools comprise 21 Mahomedan or Pathi schools with 597 pupils, 10 Manipurian schools with 143 pupils, two Chinese schools with 23 pupils, and one Tamil school with 15 pupils. Of the total number of indigenous schools 524 are public schools containing 8,315 pupils; and of these the Monastic schools aggregate 391 with 4,964 boys in attendance and the lay schools 133 with 1,792 boys and 1,559 girls. More than two-thirds of the public schools lie in the western division of the town; the southern division contains one-fifth; and the other two divisions average 25 schools apiece. The northern division is a long way the poorest, educationally and financially; it is thinly populated; the inhabitants are mainly Burmese, of the coolie class, who were formerly impressed by Mindôn Min and were brought down from Shwebo and Ye-u to work upon the roads and canals of his new city. That part of the northern and eastern divisions taken up for cantonments is occupied by a considerable number of Manipurians of the Aggabat caste, who earn a living as milkmen and weavers, and send their sons to the pôngyi kyaung, while the daughters remain uneducated. Many Natives of India—camp followers, domestic servants, petty traders, and gharry-wallahs—are also resident in this locality, but, save for a few who learn their catechism in a Roman Catholic Vernacular Mission school, their children receive no instruction whatever. In the eastern division, as well as in the northern, no full passes were obtained, and no school has progressed beyond the 1st standard; and there is a decrease of schools and of pupils owing to the migration of both pôngyis and people to other quarters of the town where food and work were more easily procurable. In the southern division there has been a general improvement, though the schools have not yet advanced out of the Lower Primary stage. Many have qualified for registration as public schools this year; while five new schools, that are fairly well attended, were built during the year by the Kyaungtagas of the Kutheinayôn Taik. The people belong to the well-to-do class; most are engaged in preparing goldleaf or in making pagoda images in brass or alabaster; and both girls and boys are sent readily to school. A turbulent element in this division consists of former soldiers of the Burmese army. The western division has made rapid progress. There is an increase of 117 public schools and 1,505 pupils; the standard of instruction has advanced from the second to the fourth; the number of full passes has risen from 33 to 617. Three new schools were built during the year by the Kyaungtagas of the Mogaung Taik. The payment of results-grants and the work of the certificated teachers have greatly stimulated education. The progress would have been still more marked had it not been for the opposition of the Sadaws. A very large number of pôngyis, seated right under their ecclesiastical superiors, are afraid to move, though their sympathies are with the work and policy of the Government in the Education Department. Many schools, of bright promise last year, have this year retrograded into their old state of stagnancy, as the managers had to abandon secular instruction, discontinue the use of the text-books given to them, and refuse to let the Deputy Inspectors examine their schools. That the conduct of the Thathanabaing's council is disapproved by the people is shown by the rapid rise of lay schools in this the leading division of the town. They now number 93 and contain on the average 27 pupils apiece, while the 265 monastic schools only average 12 pupils each. In other words, the lay schools, started primarily for the purpose of female education, contain as many boys as girls and just as many boys as the pôngyi kyaungs have. Bearing in mind that there are five English schools in Mandalay, to which the sons of the respectable classes flock in large numbers, the popular support accorded the lay schools is very striking. But it is only what might have been expected. Of the 617 full passes obtained in this division no less than 539 were secured by lay schools; two monastic schools, the managers of which are treated as outcasts by their ecclesiastical brethren because they have employed certificated assistant teachers, but whose schools have doubled in numbers since the advent of these teachers, secured 59 full passes. This leaves merely 19 full passes obtained by other pôngyi kyaungs. In all Mandalay, excluding the schools of Pôngyis U Nanda and U Pyinnya, only 24 pôngyi kyaungs could present examinees and could only obtain 37 full passes, of which not one was above the 1st standard. In other words, Pôngyi U Nanda's school, aided by a lay teacher, scored almost as many passes as all the other teacher-unaided pôngyi

kyaungs put together. The Pathi schools lie clustered to the south of the Zegyo bazaar. The Manipurian schools are attended chiefly by the children of the Pônna caste; the Kathes living to the east of these, and the Aggabats further east again. The Chinese live in the heart of the town, and in the year under review established an additional school. In the quarter near the Arakan pagoda a large number of Shans and Danus are found. The former are merely temporary settlers, trading between Mandalay and Mogôk or Mogaung in rubies and jade respectively. The latter deal in tobacco and pickled tea from Taungbaing and Theinni. The children of either race are met with occasionally in the schools of the quarter. No education is received by the children of the payakyons or pagoda-slaves, who consist mainly of the descendants of the Arakanese captives brought into Upper Burma in 1783 by King Bodopra along with the famous golden image of the Arakan Pagoda. The most prominent schools are those of.—

Maung Shwe Thin.	Maung Shwe Ngun.
Pôngyi U Nanda.	Maung O.
Maung Aung Gyi.	Pôngyi U Pyinnya.
Maung Tôk.	Ma Thin Nu.

Maung Thin.

MANDALAY DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	221	225	4	...
Pupils	2,759	2,766	7	...
Full passes—				
Standard I	9	25	16	...
Do. II	...	6	6	...
Do. III	..	1	1	...
Do. IV	...	...	...	...
Results-grants paid	322	416	94	...

Of the 225 schools in the district 203 with 2,427 pupils are monastic and 22 with 339 pupils are lay. The small increase of schools and pupils is due mainly to the scarcity of food that, at the time of the awarding inspection, prevailed in the Madaya and Amarapura townships. The passes obtained in the year under review are satisfactory. The stubborn hostility of the Mandalay Sadaws has naturally hindered the educational development of the district. Out in the district the Manipuris have no schools, though a few send their sons to the pôngyi kyaungs. The Natives of India and the Chinese are quite indifferent as to the education of their children. In the Amarapura township there was a lamentable falling off at headquarters and at Shangalekyun owing to the irregular attendance of pupils. At Aungbinlè, in the Lamaing township, the Baptist and Wesleyan missions have each opened a small vernacular school. The Baptist school stands on the site of the old prison where, in 1824, Dr. Judson was confined. Pôngyi U Nanda's school at the headquarters of the Madaya township has made great strides, owing chiefly to the work of instruction being now undertaken by his Upazin, U Zawtika, who had been for some time studying under the trained teacher attached to Pôngyi U Nanda's school at Mandalay, and is now preparing for the teachers' certificate examination. The Kutywataungbyon township shows fair progress. The increase in results is due to the location of a certificated teacher at Thayetkan. It is worthy of note that two girls, each about 16 years of age, are working up for a teacher's certificate under the tuition of this master. Education is decidedly backward in the Lamaing, Ônkôn, Thôndaung, and Letyachaukywa North and South townships. In the last four townships the inhabitants are chiefly Danus, and not only they, but the pôngyis also, are very ignorant. In these townships and also in the Ngasingu township not a single full pass was obtained. It is strange that such illiteracy should prevail so near to Mandalay.

The Deputy Inspector has not been able to devote sufficient time and attention to this district during the year. Better results will be expected in the cur-

rent year, as the Kyauksè and Myingyan districts are no longer included in his sub-circle. The following school-managers deserve special mention:—

Pôngyi U Oggasaya, Shangalekyun.	Pôngyi U Sanda, Madaya.
Maung Kyôk, Thayetkan	Pôngyi U Kanti, Madaya.

SHWEBO DISTRICT.

Description.	1890-91.	1891-92	Increase.	Decrease
Schools	115	216	101	
Pupils	1,155	2,633	1,478	
Full passes—				
Standard I	2	44	42	
Do. II	...	5	5	
Do. III	...	4	4	
Do. IV	...	...		
Results-grants paid	138	1,044	906	

Of the 216 schools in this district 199 are monastic and 17 lay with 2,372 and 261 pupils respectively. The district, though containing more schools than any other district north of Mandalay, is from an educational point of view both backward and particularly disappointing. In this district monastic opposition has been strongest, but signs, however, are not wanting to show that the opposition is breaking down from dissension within the ecclesiastical ranks. In Shwebo town the pôngyis are divided into two factions: one Sadaw and one Gaingdauk, U Pyinnyazawta and U Assara, head the former faction; the latter is led by the other Sadaw and the other Gaingdauk, U Nandamala and U Kethara. Maung Pan's lay school at Shewbo has reached the 4th standard, but of all the monastic schools in the town only two were able to secure full passes by the 1st standard, while in the whole district not one could score a 2nd standard pass. This has opened the eyes of the pôngyis to the danger of the lay schools aided by certificated teachers supplanting them in popular favour as educational institutions. Many of the younger brethren are now soliciting their ecclesiastical superiors to give way. Some upazins, who have been down to Lower Burma and have been much impressed by what they saw and learnt there, are endeavouring to teach according to the new scheme. Books are readily accepted, even by managers who decline to receive grants or to let their pupils be examined. Every where the Deputy Inspector is informed by pôngyis that they do not voluntarily hold aloof, but that they cannot run counter to the express commands of the gaingôks, of whom they are often the *ex*-pupils. Seven new lay schools were started during the year, three in the Shwebo township, one in the Myedu township, and three in the Sheinmaga township. The Chaukywa township is the only one in the district without a lay school. The progress of lay school education is the more striking when it comes to be considered that the pôngyi not only teaches gratuitously but feeds his pupils as well. In the Myedu and Hladaw townships not a single pass was obtained. In the Shwebo township the schools in the Kyaukmyaung, Halin, and Kawywa circles have shown improvement, but in the Shwebo and Thalôn circles only one manager has attempted arithmetic. At Chiba there is a promising and popular lay school, in which a monthly fee of 8 annas is charged and willingly paid. As a corollary to this, I may add that some of the pôngyis of the village know arithmetic, and yet are too indolent or else too timid to give instruction in that subject. At Seikun there are some promising kyaungs in which arithmetic and mensuration are taught, and the managers of which are anxious to accept our scheme and to apply for aid under the Salary-grant Rules. The submission of their applications, however, was vetoed by the Gaingdauk U Pandita, and the result is that two aided lay schools have sprung up and are flourishing. At Kyaukmyaung the policy of the pôngyis is just the reverse. The Gaingdauk U Ketu has directed all of his subordinates to introduce secular education into their kyaungs, the kyaungs are patronised even by the children of the settlement of Natives of India, while Pôngyi U Asara of Mala has gone so far as to admit a little girl (a long way his best pupil) into his kyaung. Educational prospects are also bright at Halin. The pôngyis at Ta-on (where the Gaingdauk

U Wilatha enthusiastically upholds the State scheme of education), Onbauk, and Letpanhla have also done much to instil life and method into their school work. In the Chaukywa township there is only one passable school, namely, that of Gaingdauk U Mala at Thawati. This township suffered heavily owing to the late season of drought. Kinu, Mônhla, and Thawati were the only villages maintaining their normal condition. The ten monastic school-managers at Kin-u, headed by their Gaingôk U Keitti, showed some opposition, but there is every hope of developing in the current year the pôngyi kyaungs at Thawati and at Pindin and Kundaing. In the Myedu township there was also a general exodus of inhabitants in search of food or work, except at Kubo and Tantabin, where the villagers are mainly traders in tea and paddy. Schools capable of improvement exist at Nyayanè, Myedu, Taukkashat, Kambalu, and Tantabin. In the Malè township there is little scope for educational work in the forest tracts outside the head-quarters town. At Malè itself a trained teacher was stationed for some time last year, and succeeded in introducing arithmetic into the monastic schools managed by U Ketu, U Wisara, U Nyanawuntha, and U Pandi. A lay school for girls was also opened during the year by Ma Mya, and was liberally patronized by the townsmen. In the Hladaw township, occupied by poor cultivators who, however, have not suffered much from scarcity, education is very backward. A few partial passes in Burmese were obtained by pôngyi kyaungs at Yinmagan, Saingnaing, Kadu, and Kugaung. The best school in the township is that at the headquarters, Yatha, but the manager, Pôngyi U Thuriya, is afraid to apply for the services of a trained teacher. The pôngyis at Hladaw belong to the Shwegyin gaing, the Sadaw of which is known throughout Burma as the most rigid ascetic in the Buddhist priesthood, and his influence has extended also over the Sheinmaga township. There are some promising monastic schools at Thitseingyi, but the monks there have been directed by their Gaingdauk U Zawana to decline permission to the Deputy Inspector to examine their pupils. The three lay schools started at Sheinmaga last year produced better results than all the 20 pôngyi kyaungs at that place put together. Maung Pan's school at Shwebo, the best in the district, was given a building grant of Rs. 50 by the Municipality. The prominent schools in the district are those of :—

Maung Pan, Shwebo.
Pôngyi U Wimala, Thawati.
Pôngyi U Nyanawuntha, Kyaukmyaung.
Pôngyi U Thumeda, Letpanhla.
Maung Sein U, Chiba.
Pôngyi U Thathana, Halin.
Pôngyi U Wilatha, Ta-on.

KATHA DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	13	48	35	
Pupils	168	745	577	
Full passes—				
Standard I	...	38	38	
Do. II	...	9	9	
Do. III	...	...	...	
Do. IV	...	...	...	
Results-grants paid	190	228	38	

Of the 48 schools in this district 47 are monastic and one lay. The increase would have been greater had not the Deputy Inspector found it difficult to attend to the Mansi, Banmauk, and East and West Pinlèbu townships. In the Katha township a new monastic school was started by an intelligent young priest from Lower Burma, who has introduced the new system of work and applied for the services of a trained lay teacher. Although he is popular with the townsfolk and has secured the support of the Lower Burman officials, he is looked upon with great jealousy by the other pôngyis, some of whose pupils are beginning to migrate to his school. At Lebya there is another good school managed by Pôngyi U Ottama, which did not do so well last year as the year before, as the manager, entrusting his school to his young upazin, was away the whole time on a pilgrimage to Ceylon, whence he has returned with the ability to read Pali in Roman characters.

The two lay schools in this township are kept by old men, who are supported by their relatives, more as a pastime than as a business. In the Myadaung township the villages of Myadaung and Tigyaing have schools in excessive proportion to the number of inhabitants. The result is that managers have little hold over their pupils and the introduction of the fee system into lay schools is an impossibility. In the Kyanhnyat township, in which no lay school exists, there has been considerable friction between Pôngyi U Mezu, to whose school a trained lay teacher had been sent, and the Gaingôk U Neya. The difficulty would never have arisen had not the gaingôk received from Mandalay a copy of the bond entered into by the members of the Thathanabaing's Council regarding the exclusion of lay teachers from monastic schools. Most of the ecclesiastical opposition encountered, however, was in the Manlè township, where there are two gaings, one liberal and the other extremely conservative and declining to recognize arithmetic as a legitimate branch of study. The schools of the liberal gaing are promising, particularly those of the Gaingôk at Tagundaing and the Gaingdauk at Thanbo. A trained teacher will be placed at the former school, and the people will soon see which system of instruction is better and more useful to the generality of students. A former gaingôk of the liberal gaing has started a lay school at Manlè, which is attended by seven girls, who each pay a monthly fee of Re. 1. There is no lay school, nor does a need for one exist in the Mawlu township, where the pôngyi kyaungs are denuded of pupils for some months in the year and the inhabitants are unusually ignorant and apathetic. A monastic school is being built at Mohnyin, which is just beginning to revive from the Kachin raids of the past. The former state of Wuntho is comprised in the Kawlin and Mawnaing townships. The Gaingdauk, U Nanda of Taungmaw, is trying to follow the new scheme of instruction and all of the pôngyis in the Wuntho territory were found to be very friendly. Villages are thickly scattered over these townships; the out-look is promising here. No school has progressed beyond the 1st standard, even in the solitary subject of Burmese, which is not the vernacular of many of the people and when spoken is a mere jargon. But the priests are willing to learn and the people are sufficiently well off to keep their children at school for some years. Reform will shortly be attempted by means of trained teachers and the foundation of a lay school for female instruction.

The Katha district has suffered much during the year from scarcity and disorder, and will no doubt show far better results in the current year. And there are signs that the opposition on the part of certain bodies of monks will rapidly disappear. As soon as the railway is completed a greater vitality will be given to the people and the need for secular education will become more apparent to them. The schools that deserve mention are those of:—

Pôngyi U Ottama, Lebya.
Pôngyi U Ketu, Moda.
Maung Thin, Tigyaing.
Pôngyi U Mezu, Kyanhnyat.
Pôngyi U Warama, Tagundaing.
Pôngyi U Ottama, Thanbo.
Pôngyi U Thumana, Mawteik.

Ruby Mines District.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	11	15	4	...
Pupils	135	311	176	...
Full passes—				
Standard I	...	16	16	...
Do. II	...	3	3	...
Do. III	...	...	...	...
Do. IV	...	...	...	...
Results-grants paid	140	79	...	61

Of the 15 schools 12 are monastic and three lay. To the north and east of the district the indigenous institutions are all Palaung schools, in which the Shan and the Yun languages are taught. The district is hilly, sparsely popu-

lated, and with rough and scanty means of communication. The Burmese-Shan here is far wilder than his compatriot further north. Of recent years it has had a small floating population of Burmans imported as carriers and cartmen from the Shwebo district. Education is accordingly in a very elementary stage, and the district is educationally a long way the most backward in Upper Burma. Roundabout the mines in particular, where the monasteries are plentiful and substantial, it is difficult to get children to attend for any time or for any regular instruction; the counter-attraction of ruby-washing is too powerful. The stone-tract comprises the three villages of Mogôk, Katha, and Kyatpyin. Originally the monasteries at Mogôk were occupied by Palaung pôngyis, but a Burmese pôngyi came there some ten years ago from Singu in the Mandalay district, and the people were so pleased with his style of teaching that they asked him to invite other Burmese monks to settle in the town. All the Palaung pôngyis, save one, have now been ousted by the monks from Singu, and no doubt the further inroad of Burman teachers will before long push the Palaung brotherhood further east into the wild highlands of Momeit and Taungbaing. In the Twinngè township no lay schools exist. Twinngè and Thabeitkyin are the only two places where productive education can be expected, and then only in three or four years' time. There was some improvement in the Mogôk township as a trained assistant teacher was at work at headquarters throughout the year. The schools are either Burmese-Shan schools, lying in the valleys, or Palaung schools attached to the hill villages. In the latter schools Burmese is not recognized: the Yun language, supposed to be an Annamese dialect, is taught in addition to Shan. There are two gaings in the district: the Gainggyi, a Burmese-Shan order presided over by Pôngyi U Parama, who has introduced the teaching of arithmetic into his school and is a warm advocate of the new educational scheme, and the Paiyan Gaing, a Palaung order. The *ex*-State of Momeit was inspected for the first time, but the figures connected therewith are not included in the above return. It contains 18 schools, all monastic, with 190 pupils, of which four are Shan schools with 87 pupils. The pure Shan schools are dying out, as Shan managers are succeeded by Burmans or Burmese-Shans, who usually instruct their pupils in the Thinbôngyi. At Athan a very promising school exists, managed by a Shan monk educated at Mandalay, who is influential with Shans and Palaungs alike, and who proposes to translate into Shan for the use of his pupils the new Departmental Burmese Readers, of which copies were given to him. The schools on the Shweli side have not been inspected, but not much can be expected of them just yet, owing to the unsettled state of the country and to the scattered population.

The noteworthy schools in the Ruby Mines district, including Momeit, are those of—

Pôngyi U Withôkda, Mogôk.
Maung Tun Lin, Mogôk.
Pôngyi U Erathi, Twinngè.
Pôngyi U Kalayana, Athan.
Pôngyi U Thuriya, Sagadaung.

BHAMO DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	53	67	14	...
Pupils	846	1,017	171	...
Full passes—				
Standard I	9	89	80	..
Do. II	7	28	21	...
Do. III	...	5	5	...
Do. IV	...	4	4	...
Results-grants paid	904	645	...	259

Of the 67 schools 63 are monastic, three lay, and one is the A. B. M. Kachin school, which secured 19 passes by the 1st standard, seven by the 2nd, five by the 3rd, and four by the 4th. The decrease in results-grants is due to the subject of arithmetic having been made compulsory for a 1st stand-

ard pass. The indigenous schools are still in the Lower Primary stage, as education in this district is exceptionally backward. The Gaingôk of Bhamo, U Zawta, whose jurisdiction extends from Moda northwards, favours the State policy of education, and has done much to wear away the prejudices of the pôngyis subordinate to him. There has been some opposition in the cluster of villages, the largest of which is Shwegu; but it is wearing away as the pôngyis find that they cannot obtain grants for partial passes. Elsewhere the monks have been very amenable, and it is a happy sign as regards the future of monastic education in this district that most of the pupils who have passed by the 2nd standard have become upazins, continuing their studies under the Deputy Inspector's direction while teaching in the kyaung. The condition of some of the schools may be imagined when it is stated that two koyins at Kokyin, who barely passed by the 1st standard last July, were at once made upazins and appointed by their head pôngyis to take charge of the work of instruction in their kyaungs. A great drawback to the development of education in this district is the constant return to the world, for the purpose of earning a competence by their superior ability, of promising pôngyis unable to resist the attractions of mining and trading. Their kyaungs are then made over to successors inferior alike to them in religious and secular attainments. This is seen in places, such as Sinkin, Sawadi, and Kônsink, on the highway of trade and traversed perpetually by the Shan and Chinese caravans.

The Bhamo district is essentially Shan. The Burmese element is small, and no doubt in time the northern and western parts will be inhabited almost wholly by Kachins. The great hindrance to education amongst the Kachins is the constant migration of village clans due to their occupation of taungya cultivation. As regards the Burmo-Shan population, educational progress is hampered a good deal, as stated above, by the frequent reversion of pôngyis to a secular life, by their being nomadic in their habits (moving from kyaung to kyaung till one is found to their taste), and by their illiteracy. Outside of Bhamo and Shwegu there is no really good school, and Burmese is taught through the medium of a Shan dialect. The only Chinese-Shan village in the district is Mopein in the Sinkin township. The children are not sent to school, although there is a pôngyi kyaung there, occupied by a solitary Shan-speaking monk. Few Assamese are now found in Bhamo. They lie more towards Mogaung, and, like the Puns who congregate at Sinbo, they have no schools of their own, but their children are found in the pôngyi kyaungs learning Burmese. Their own dialect is rapidly falling into disuse. The Singpos beyond Mogaung, who have a number of Assamese slaves, and the Khantis and Khunungs of the region of the Hukong valley, have not been visited yet.

In the Bhamo township a new lay school has been started by Maung Pôk in the Chinese quarter. The manager is popular with matrons, as he is in great request with them as a reader of horoscopes. He has both Chinese and Indian pupils in his school, and these pay, as is customary with them, a small schooling fee. The heads of the local gaing have not only warmly taken up the new scheme of education, but have helped to introduce it into the other pôngyi kyaungs in the town. Owing to this, perhaps, their schools are attended by Shan as well as Burman boys. A peculiar sect of Buddhists, comprising some thirty households, exists in the town. They are called Zotis and are of the nature of the independents, neither acknowledging the local pôngyis nor sending their children to their schools. The sect was founded in Bagyidaw's reign by a fanatic Burman monk who was expelled from Burma and took refuge in the Chinese-Shan States.

The manager of the monastic school at Sawadi, which is a centre of trade for the Shan State of Namkham, died during the year, and his successor is utterly illiterate. In the Sinkin township there is no lay school, and the pôngyis outside of headquarters are extremely illiterate. Not a single pass was obtained in the Shwegu township, owing to the refusal of the pôngyis to teach arithmetic. In the Mogaung township the schools lie far apart from one another. They are all monastic. Between Mogaung town and the mouth of the Mogaung river, a distance of six days' journey by boat, not a school exists. The Myitkyina town-

ship contains only 10 indifferent pôngyi kyaungs, and is the most backward of all the townships in the district. The Mohlaing township was formerly part of the Shan State of Momeit, and is inhabited mainly by Kachins. The villages are very small and the monasteries mere dilapidated bamboo buildings. The only school worth the name is that of the Gaingôk at Munsin, which is attended by some Kachin boys.

Seeing that in the Burmese times the people of this district were overruled by the unlettered Kachins, that they are just beginning to learn what a life free from raids and turmoil means, and that they as a rule speak a Shan dialect, though most of the monasteries teach a mongrel Burmese, it may be said that its educational progress in the last two years is most marked and promising. Bhamo and Mogaung are the leading educational centres in the district, and at both these towns certificated assistant teachers have been located. Before long it may be practicable to open an English school at Bhamo. In the rural parts of the district the need for education is not strongly felt, but it is hoped by means of the pôngyis to attract more pupils, and particularly pupils of Shan and Kachin nationality, to the schools. It is curious to find in this district, as also in the Katha and Ruby Mines districts, that while the people are profoundly ignorant of the classical dramas and poems of Burmese literature, they are great readers of the plays and songs of the blind poet of Rangoon, Saya Thin. This is a pity, for, not only is the subject-matter at times coarse, but the spelling in these cheap little bazaar books is frequently phonetic, so that the ignorant reader may pronounce the word correctly and thus not spoil the rhyme. Special mention may be made of the schools of—

Gaingyôk U Zawta, Bhamo.
Gaingdauk U Thumana, Bhamo.
Maung Po U, Bhamo.
Maung Pôk, Bhamo.
U Teikka, Kungi.
U Kelayana, Helôn.
U Nandiya, Mogaung.
U Keitti, Munsin.

Central Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	862	826	...	36
Pupils	12,551	12,579	28	.
Full passes—				
Standard I	113	286	173	...
Do. II	33	146	113	...
Do. III	3	64	61	...
Do. IV	..	18	18	...
Results-grants paid	1,931	4,220	2,289	...

Many of the public schools of 1890-91 failed last year to fulfil the conditions for registration owing to the exodus of pupils to the relief works started in the Lower Chindwin and Ye-u districts. The decrease in schools is in the former district alone, but would not have occurred had the Deputy Inspector extended his tours further west. The Upper Chindwin district requires more detailed inspection, and this work, which was neglected by the late Deputy Inspector, will be done in the current year by the new Deputy appointed to this sub-circle. The Sagaing and Ye-u districts have been very carefully worked up. The decrease of pupils in the former, though the schools have increased in number, is due to the awarding inspections being held during the season of distress. It has more certificated and probationary teachers employed than any other district in Upper Burma excepting the Mandalay district; and the Sagaing pôngyis, men of birth and influence, are as strongly in favour of secular instruction as their brethren across the river, headed by the Thathanabaing, are opposed to it, and so unquestioned is their authority that the Mandalay Sadaws have failed to bias a single subordinate of the Sagaing gaing.

YE-U DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	52	93	41	...
Pupils	549	938	389	...
Full passes—				
Standard I	7	46	39	...
Do. II	...	18	18	...
Do. III	...	9	9	...
Do. IV	...	4	4	...
Results-grants paid	108	533	425	...

Of the schools 90 are monastic with 903 pupils and three lay with 35 pupils. Education in this district has progressed very satisfactorily throughout the year. This is in a great measure due to the action of the pôngyis, who have shown a real interest in the work of the department and considerable energy in preparing their pupils for the standard examinations. The applications from them for the appointment of certificated teachers to their kyaungs have been numerous, while the school text-books and apparatus distributed gratuitously or given in lieu of a money-grant have not only been readily accepted but have been regularly used. The only place in the district where opposition was encountered was Tazè. This town contains 15 monastic schools. In 1890-91 the pôngyis fell in with the Government scheme of education, gladly allowed the Deputy Inspector to give their boys lessons in arithmetic, and asked for teachers and books. Last year all this was changed. The Hmangaing Sadaw, U Parama, was summoned to Mandalay to accompany the Thathanabaing on his pastoral tour to Lower Burma. On U Parama's return to Tazè he began to inveigh against the introduction of secular education into the kyaungs and in particular against the employment of certificated teachers. The result was that all the pôngyis put away their arithmetics and grammars and reverted to the dreary memorizing of Pali texts, while U Nanda, who had applied for and received a trained teacher, was "boycotted" until he had dismissed the man. This teacher, suddenly left stranded in Tazè, was placed in a local lay school, to which half the pupils in the pôngyi kyaungs immediately migrated. The pôngyis are now importuning the Sadaw for permission to follow the departmental system again. Despite this unfortunate occurrence every township shows signs of improvement, and this is the more gratifying, seeing that famine pressed heavily on most of the villages and that the relief works drew away many boys from the schools. Many private schools qualified themselves for classification as "public." To the north and west of Ye-u the villages lie in clusters, each village containing about 20 houses and a kyaung with at most 20 pupils in attendance. The only indigenous lay school in the district is at Tazè.

In Ye-u town the schools are above the ordinary average, the pupils are made to advance beyond the elementary stage, and the pôngyis are earnest and methodical in their work. In the Ye-u township, at the time of the awarding inspection, thugyis, villagers, and pupils were all engaged on road-making. The few pupils in the kyaungs were little boys who according to the old system were found learning the Ajjhat Thapanjaram by rote while scarcely able to read at sight a few simple sentences from the Thinbôngyi reader. Even the kyaung of the Gaingôk U Asseinna of Wathè was empty, the old man being busily engaged on the construction of a small reservoir near the taik.

The most promising centre of work is Dibayen, where there is an excellent school aided with the services of a trained teacher and liberally supported by the people. Elsewhere the pôngyis have been poorly supported during the year and were a little reluctant to have their pupils examined for fear of their failing and so discrediting their teachers. Education was also carried on under difficulties in the Shwegyin township, half of which is jungle. A certificated teacher will shortly be placed in the Ywathitgyi circle, which consists of a large group of villages.

In the Tazè township, outside of the town itself, the schools turned out fair work. Tottalôk, Kabaungyaing, Nanwindaw, Yashe, and Kanbauk have each promising Lower Primary schools. The Indaing township was extended during the year by the addition to it of a part of the Wuntho territory. The inhabitants, though Kadus, are keenly interested in our work.

The best schools in the district are those of—

Pôngyi U Thumana, Ye-u.	Maung Tha Du, Tazè.
Gaingdauk U Lekkhana, Ye-u.	Pôngyi U Pyinnyathaya, Kanbauk.
Gaingdauk U Neyeinda, Dibayen.	Pôngyi U Wayama, Nyaungaing.

SAGAING DISTRICT.

Description.	1890-91.	1891-92	Increase.	Decrease.
Schools	413	440	27	...
Pupils	6,501	6,087	...	414
Full passes—				
Standard I	85	196	111	...
Do. II	20	85	65	...
Do. III	3	28	25	...
Do. IV	...	7	7	...
Results-grants paid	1,146	2,071	925	...

As regards educational development, this district takes the lead of all districts in Upper Burma. The standard of instruction has advanced from the 2nd to the 5th. The number of full passes has increased surprisingly, and there has been an allround improvement during the year, particularly in Sagaing town and township, where, though many of the ecclesiastical superiors from motives of prudence stand aloof, the pôngyis are keenly interested in the new education and are by no means inclined to remain passive and await the turn of events at Mandalay.

There has been a great retrogression in the Ava and Myotha townships. This is due to the action of U Pyinnya, the Nagadwin Paungdaungku Sadaw, who in the company of U Naka, the Gaingdauk of Ava, travelled from monastery to monastery, reprimanding all the pôngyis who had allowed their pupils to be examined or their kyaungtagas to receive results-grants, and ordering them to follow the old routine as, under the Thathanabaing's express commands, the pôngyis in Mandalay were doing. The consequence was that of 179 monastic school-managers in these two townships only eight permitted the Deputy Inspector to examine their pupils, though the others impressed upon that officer the fact that they were not willing agents in the matter.

In the Sadaung township some slight opposition was also experienced. The Shwegyin Sadaw strongly disapproves of the introduction of any secular education into the kyaungs, and accordingly no manager under his jurisdiction may teach arithmetic.

In the central part of the township the pôngyis are more amenable to the new order of things. In the Myinmu township the attendance of pupils fell off owing to the distress prevailing in the northern part and the migration of families to the relief works opened to Kandaw. The only good schools in the township are, excepting the pôngyi kyaungs at Wunbyi, those lying along the Myinmu-Mônywa road. The Kyaukyit township, owing to its insular situation, can only be traversed in the dry weather. The outturn of work in the Chaungu township was disappointing. The town itself, an aggregation of 10 villages, contains about 100 schools, and no school (excepting the Catholic Mission school) has more than five or six pupils, who by the way are all steeped more or less in utter ignorance. The lay schools in the district, with the exception of Ma Mein's at Yedwingaung, are poor. The majority of managers are far more interested in dispensing boluses and horoscopes than in teaching. Ma Mein's school in which a certificated assistant teacher is working, is so popular that pupils

flock to it from the neighbouring villages of Nyaungôn, Kyakat, and Mônnyo. There are no lay schools in the Sagaing, Chaungu, and Kyaukyit townships. Of the schools in the district 408 with 5,524 pupils are monastic and 32 with 563 pupils are lay. The most successful are those of:—

Pôngyi U Ayeindama, Sagaing.	Pôngyi U Pandeissa, Saye.
Pôngyi U Thila, Sagaing.	Pôngyi U Muneinda, Sungyet.
Pôngyi U Thumana, Sagaing.	Pôngyi U Gandama, Pègado.
Ma Mein, Yedwingaung.	Pôngyi U Einda, Kyauktalôn.
Pôngyi U Thilasara, Ngazun.	Pôngyi U Gambithara, Myotha.

Pôngyi U Adeissa, Alakappa.

LOWER CHINDIWN DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	346	201	...	145
Pupils	4,919	3,923	...	996
Full passes—				
Standard I	19	38	19	...
Do. II	8	34	26	...
Do. III	...	21	21	...
Do. IV	...	7	7	...
Results-grants paid	545	1,501	956	...

Outside of the Mônywa township the number of public schools and of pupils has decreased. Owing to the famine and the migration of families to the relief works, many schools were almost denuded of pupils and had to be temporarily transferred from the public to the private list. Of the schools in the district 180 are monastic with 3,431 pupils and 21 lay with 489 pupils. Though there has been a decrease in numbers, the standard of instruction has advanced from the 2nd to the 4th and there has been a more general proficiency amongst the scholars. Female education is decidedly backward. The only girls' school worthy of the name is that kept by Ma Samon in the old walled town of Alôn. Despite the mischievous influence of the Thathanabaing's emissaries, Pôngyi U Thuzata of Mônywa, Pôngyi U Sayeinda of Wadawma, and Pôngyi U Dipa of Linzagyet have done much towards interesting by the success of their own schools their ecclesiastical brethren in the new system of education. Pôngyi U Nareinda of Mingin has also done good work, but was too faint-hearted to receive on arrival the certificated teacher whom he had applied for. The lay schools are making rapid progress, and unfortunately (but as was only inevitable where the pôngyis would not bestir themselves) are drawing in boys from the monastic schools. There are no lay schools in the Ayadaw township. The best indigenous school in the district is that managed by Maung Po Tu. The manager has seized the opportunity afforded him by the location of a trained teacher at his school to study for and pass the Vernacular 7th standard examination. Maung To of Nyaungôn has, out of the results-grants obtained by him in the last two years, built a commodious school-house. Maung Kyit Su of Alôn, Maung Hlaing of Tazè, and Maung Kyè of Salingyi, deserve mention on account of the improvement their schools have shown last year. In the lay schools fees are now beginning to be levied.

To stimulate the work of the indigenous schools the Mônywa Municipal Committee have granted a small sum for distribution in school prizes open to competition by all vernacular pupils, and the Deputy Commissioner has allotted a corresponding amount from district funds for the same purpose.

UPPER CHINDWIN DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	51	92	41	...
Pupils	582	1,631	1,049	...
Full passes—				
Standard I	...	6	6	...
Do. II	5	9	4	...
Do. III	...	6	6	...
Do. IV	...	...	...	...
Results-grants paid	132	115	...	17

Of the 92 schools 88 are monastic with 1,567 pupils and four lay with 64 pupils. Excluding the Chin territory spreading to the far north and west, the interior of this district is sparsely populated. The large majority of the villages lie close to one another along the banks of the Chindwin river, on which all the township headquarter towns, excepting Tamu, are also situated. Here the leading indigenous schools are found; there are others also still awaiting inspection in the Kubo valley, in the basin of the Uru, Yu, and Myittha rivers. In the kyaungs Shan pupils are taught Burmese, and prayers are learnt by rote not in Pali but in Shan. In the north, near Maungkan, Kadu Shan alone is taught.

Female education is almost wholly disregarded. The only nun's school in the district is at Kindat.

Owing to the large number engaged in fishing, river-carrying, and rafting there is a large population of untaught children afloat. In the year under review the Legayaing, Uyuseywa, and Kabawgyaung townships and the Shan State of Thaungdut were inspected for the first time. The Mingin township was the only one in which schools obtained examination passes. There was some migration of the inhabitants of Kyondaw in this township owing to the famine.

At Masein in the Balet township the Inspector came across a pôngyi, U Kethara by name, trying to teach himself English. In the Kalô township an attempt was made to open a vernacular town school at Kalewa, but the project had to be given up as the lugyis failed to keep their promise to meet half of the trained teacher's salary. The people of the Thaungdut State, though Shans by nationality, use Burmese as the vulgar tongue. The Gaingôk at Thaungdut has issued orders to his subordinate monks to follow as far as they can the departmental system of instruction.

In fact throughout this district the pôngyis have been very friendly and very ready to adopt, with the help of a trained lay teacher, the new system. The schools deserving commendation are those of:—

Pôngyi U Nyanawuntha, Kyôndaw.
Pôngyi U Damathami, Homalin.
Pôngyi U Pyinnyathami, Paungbyin.
Maung Kan Tha, Kindat.

Southern Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	850	960	110	...
Pupils	13,007	16,075	3,068	...
Full passes—				
Standard I	24	354	330	...
Do. II	5	53	48	...
Do. III	2	2	...	...
Do. IV	...	...	...	...
Results-grants paid	956	3,228	2,272	...

Education in the Southern division, though the schools and pupils are many, progresses slowly and has practically not emerged out of the Lower Primary stage. All the districts show an increase save Myingyan, which suffered more than the others from the failure of crops, but which nevertheless contains the best indigenous schools. Next to it comes Magwe. The Minbu district is at a dead-level as to educational work, and special steps will be taken to infuse

vitality into it in the current year. Pakôkku town is a promising centre. The Deputy Inspector did not show any energy in his work, and in one or two instances his action aroused distrust in my mind. It is interesting to note that most of the annual examinations of the indigenous schools aided under the salary-grant scheme were attended by the lugyis and by the parents of examinees, who followed the procedure of examination with keen interest. This shows that the people are beginning to pay attention to their children's education; and, if the Deputy Inspector devoted more time to developing village schools and to giving sample lessons for the guidance of teachers, the division would be on a par with the others in Upper Burma instead of containing a few satisfactory and a very much larger number of unsatisfactory schools.

MYINGYAN DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	495	468	...	27
Pupils	7,178	7,417	239	...
Full passes—				
Standard I	17	90	73	...
Do. II	5	24	19	...
Do. III	2	2	...	...
Do. IV	...	...	...	...
Results-grants paid	347	1,051	704	...

In this district 441 schools with 6,888 pupils are monastic and 27 schools with 529 pupils are lay. The decrease in the number of schools outside of Myingyan town is due to the failure of the crops. The increase of pupils is to be accounted for partly by the growth of the town schools and partly by the influx into the larger schools of boys from institutions that had to be temporarily struck off the public list owing to the withdrawal of the poorer class of pupils or the migration of the manager to some place where the inhabitants would be in a position to support him. The extension of inspection work, along with the distribution of text-books and the appointment of certificated assistant teachers, has caused managers to redouble their efforts and has led to a great improvement as regards examination results. Still there has been an unavoidable falling off in the Pagan township, while education in the Tanaungdaing, Kyaukpadaung, and Sattein townships remains in a backward state. Though at heart the large majority of the pôngyis are in favour of accepting the State scheme of education, yet outwardly they have to conform to the movements and wishes of the Mandalay clique. Female education has made rapid strides in this district owing to the increase and the improvement of the lay schools. The leading indigenous schools of the district are those of—

Maung Pwe, Myingyan.
Maung E, Myingyan.
Ma Sa Bwin, Myingyan.
Pôngyi U Kalayana, Myingyan.
Maung Tha Yan, Thamôngaing.
Maung Zan, Taungtha.
Maung Hlaing, Natogyi.
Pôngyi U Nyana, Singu.

PAKÔKKU DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	91	152	61	...
Pupils	1,445	2,290	845	...
Full passes—				
Standard I	5	107	102	...
Do. II	...	8	8	...
Do. III	...	...	...	...
Do. IV	...	...	...	...
Results-grants paid	199	648	449	...

Of the 152 schools in this district 132 are monastic with 1,808 pupils and 20 lay with 482 pupils. Outside of Pakôkku town, the district is not in a very

prosperous condition, as the people have suffered much from scarcity of food, particularly in the Myaing and Yesagyo townships, from which there has been considerable emigration to Lower Burma. Pakôkku itself possesses the largest indigenous school in Upper Burma. Pakôkku town and Myaing township show an improvement; the Yesagyo township has remained stationary; not a single full pass was secured in the Laungshè, Pauk, and Seikpyu townships; while the Deputy Inspector, against express orders, has left uninspected the Kuhnaywa, Tilin, and Yaw townships. Now that he is relieved of the charge of the Magwe district, the thorough exploration of this district, especially in the west, will be enforced. In Pakôkku town the opposition of the pôngyis is rapidly dying out, they having seen the popularity of the new scheme. The town has an unusually large number of lay schools, no less than 15. In the township there are 22 monastic and 2 lay schools; but only 2 teach arithmetic. The progress in the Myaing township is in some measure due to the exertions of the Myoôk, Maung Po Hnit, who is not only interested in educational work, but has established, furnished, and maintained a small lay school at Myaing, which is attended by 15 pupils, each paying a school-fee of Rs. 2 a month, and is placed in charge of an educated Lower Burman, who in less than a year has managed to pass eight pupils by the 1st standard. Mr. W. B. Tydd, the Subdivisional Officer at Pauk, deserves our thanks for the interest he has taken in the educational development of his subdivision. He built a school-house at Pauk at his own cost, and is endeavouring to secure the support of the pôngyis towards the spread of secular education. Outside of Yesagyo and Pakangyi there has been little done in the schools of the Yesagyo township. Arithmetic has been entirely neglected. Considering its importance and adaptability, the district has not advanced so well as was expected. The highest standard reached so far is only the 2nd. The current year should see some improvement effected, as the Deputy Inspector will be able to devote more time to work in the interior. The most promising schools are those of—

Maung Ôk, Pakôkku.
Pôngyi U Meda, Pakôkku.
Pôngyi U Thumana, Pakôkku.
Pôngyi U Keitti, Leya.
Maung Paw, Myaing.
Pôngyi U Eindawuntha, Yesagyo.
Pôngyi U Kawi, Pakangyi.

MAGWE DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools ..	111	147	36	...
Pupils	1,880	3,181	1,301	...
Full passes—			...	
Standard I	2	85	83	...
Do. II	...	2	2	...
Do. III	...	...		...
Do. IV	..	..	...	...
Results-grants paid	234	803	569	...

Of the 147 schools 131 are monastic with 2,793 pupils and 16 lay with 338 pupils. This district has suffered from the late drought. It is only in the south, round about Taungdwingyi, that agriculture can be carried on. And the educational development of the district during the year is most marked in the Magwe and Satthwa townships. The schools at Gyogôn, Natmauk, and Pin lost a number of pupils owing to the employment of whole villages upon the relief works. In these three townships there are no lay schools. In June 1891 the Inspector held a conference with the leading pôngyis of the Magwe township, regarding the introduction of arithmetic into the curriculum of the monastic schools. But though willing to teach arithmetic if they only knew how to, the pôngyis are afraid of bringing themselves under the ban of the Mandalay clique by accepting the services of a trained teacher. In the whole district only eight

pôngyis teach arithmetic. The two best indigenous schools are both lay and are located at Yenangyaung and Taungdwingyi respectively. In Magwe town no difficulty is experienced in collecting school-fees. In the Taungdwingyi township the schools, both monastic and lay, are adapting themselves to the new scheme and the people are beginning to keep their children longer at school. The Myothit township, which is thinly populated, is backward; no full passes have been obtained. The same remarks apply to the Natmauk township. The Satthwa and Tazè townships are a little better; in the latter township, which shows signs of promise, there are some fair schools at Myingun; but both townships require a longer and more detailed inspection. In the Pin township some opposition was encountered from the pôngyis. The pupils in their kyaungs were older than the ordinary run of monastic school pupils, and all were quite ignorant of arithmetic. The noteworthy schools in the district are those of—

Maung Hlaing, Yenangyaung. | Pôngyi U Muncinda, Taungdwingyi.
Maung Kon Dan, Taungdwingyi. | Pôngyi U Parama, Kôkkogwa.
Pôngyi U Ottama, Myingun.

The success of this district will depend upon the work of the new Deputy Inspector. In his late charge, he had a name for very easy-going inspection along the river banks. Care will be taken that he does more in his new sub-circle

MINBU DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	153	193	40	...
Pupils	2,554	3,237	683	...
Full passes—				
Standard I	...	72	72	...
Do. II	...	19	19	...
Do. III	...	...	..	...
Do. IV	.	.	...	...
Results-grants paid	176	726	550	...

The schools are divided into 180 monastic with 2,936 pupils and 13 lay with 301 pupils. In spite of the failure of the food-crops which deprived the schools of many scholars, there was a general improvement educationally throughout the district. In the uplands the schools have remained, as regards the attendance of pupils, in their usual state. The increase of schools and of pupils and the passes scored last year show that the people of the district are beginning to take some real interest in the education of their children. In the Sagu township the attendance of pupils is very irregular and only three managers, pôngyis, teach arithmetic. Owing to the withdrawal of many boys from the schools for outdoor work, there is a decrease in the number of public indigenous institutions in the Lègaing township. A very handsome kyaung was built at Lègaing during the year by the Myoôk. The number of public schools in the Kyabin township remains stationary. The best school in the district is that at Pyanlwin managed by Maung San Baw; Salin, both town and township, is poor in its schools: as in the Sagu township, while the schools have increased in number, their standard is very low. There are no lay schools in the Dabwin township, while the pôngyis are more than ordinarily ignorant. Neither in this nor in the Sidôktaya and Ngape townships was a single full pass scored nor does a lay school exist. No pupil has advanced beyond the 2nd standard in this district, and of the 193 public schools only 23 have been able to obtain passes in arithmetic. The lay schools have deteriorated considerably owing probably to the famine. The Deputy Inspector will be expected to show more energy in working up the district than he did during the past year. The schools specially named are those of—

Maung San Baw, Sinbyugyun. | Pôngyi U Nyeya, Sagu.
Pôngyi U Nageinda, Minbu. | Pôngyi U Attaba, Lègaing.
Maung Thet U, Salin.

Eastern Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	418	490	72	...
Pupils	6,186	7,514	1,328	...
Full passes—				
Standard I	11	136	125	...
Do. II	88	77	89	...
Do. III	...	21	21	...
Do. IV	...	5	5	...
Results grants paid	1,578	2,829	1,251	...

There has been a decrease in schools and pupils in the Yamèthin district owing to the recent famine, but the other districts, particularly the Kyauksè district, show a general increase. If fewer pupils were in attendance during the latter half of the year, the outturn of work, as the passes indicate, was much better. The Meiktila district has not, however, advanced beyond the 2nd standard yet. The Deputy Inspector might have done more than he did in this district. There is a strong Pathi element in the population of this division. But the Pathi schools are very poorly attended. The large majority of children receive the better education given in the Burmese schools. Shan children are found in the indigenous schools in the Pyinmana district, and the Hèlôn Sawbwa continues to support Maung Saung's school at Pyinmana. The Chinese traders are apt to neglect the education of their children, and scarcely any managers take the trouble to interview them on the subject. The fee-system is being promoted in the district headquarter towns, though it is by no means popular. In the interior, save at schools where trained teachers are located, its introduction will take time.

Kyauksè District.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	198	250	52	...
Pupils	2,506	3,335	829	...
Full passes—				
Standard I	...	89	89	...
Do. II	...	17	17	...
Do. III	...	6	6	...
Do. IV	...	2	2	...
Results-grants paid	191	770	579	...

Educationally this district is far ahead of the others in the division. This is due partly to its prosperity—no drought can affect a district covered with canals—and partly to the great progress made by managers in the Minzu and Singaing townships and the increased proficiency of the pupils of the leading schools in Kyauksè town and in the Myittha township. The Sawhla and Paukmyaing townships are still in a backward condition. Of the 250 schools on the register 230 are monastic with 3,015 pupils and 20 lay with 320 pupils. Thirty-four schools have been struck off the list of public institutions owing to their inefficiency and to lack of perseverance in the managers. Though everywhere the people make money, it is almost impossible to introduce the school-fee system. School work here, as elsewhere, was hampered and fettered by the direct interference of emissaries from the Thathanabaing. Owing to a threat of excommunication Pôngyi U Daweinda of Paleik had to withdraw his application for a certificated teacher, and, under orders from their superiors, Pôngyi U Pyinnya of Thabyegôn, Pôngyi U Thudamasara of Kôkkozu, and Pôngyi U Mala of Kyauksauk had to forbid their kyaungtagas receiving the results-grant earned by their school. *As a matter of fact the local opposition to the Government scheme of education proceeds wholly from the monks who have a few servitors and no school proper or who are too old or too indolent to acquire a little elementary knowledge of arithmetic.* Despite these drawbacks, vernacular education is improving and spreading. The standard of instruction

has advanced from the 2nd to the 4th. The following schools are specially commended :—

Maung Nyo's school, Kyauksè.
Maung Tha Aung's school, Kyauksè.
Pôngyi U Pandi's school, Kyauksè.
Pôngyi U Daweinda's school, Palcik.
Pôngyi U Zagara's school, Ôngayaing.
Pôngyi U Pyinnya's school, Yweywa.

MEIKTILA DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	39	50	11	...
Pupils	582	1,003	421	...
Full passes—				
Standard I	...	8	8	...
Do. II	1	13	12	...
Do. III	...	...	...	...
Do. IV	...	...	.	...
Results-grants paid	241	470	229	...

This district suffered severely from famine during the year. A number of villagers migrated eleswhere; many kyaungs lost all their pupils; and in the interior boys could not be received as koyins owing to the inability of their parents to supply them with food. It is satisfactory to note that, notwithstanding these disadvantages, there has been a general educational improvement. Passes were obtained for the first time in the Mahlaing and Wundwin townships, and the Pindalè township now contains public schools. The Tazè township requires working up, and now that Meiktila is made the headquarters of one of the additional Deputy Inspectors, the interior of the district will no doubt be more regularly and thoroughly itinerated in the current year. Of the 50 schools 40 are monastic and 10 lay. One monastic school has been reduced to the private list, and five monastic and seven lay schools added to the public list. One of the lay schools at Meiktila is a Moslem school. Not a nun's school exists in the district, and Ma Thè's of Meiktila is the only school purely for girls. The managers of the leading monastic schools at Meiktila who in 1890-91 adopted the new scheme of instruction and applied for the services of trained lay teachers were forced early last year, on pain of excommunication, to revert to their old system of teaching Pali prayers alone. Their schools, however, were specially inspected by the Inspector of Schools towards the end of the year, and the pôngyis have taken up arithmetic. The Gaingôk U Tezaw not only introduced Stilson's arithmetic as a text-book into his school, but has applied afresh for a trained teacher. In the interior a little opposition was incurred from some pôngyis, who either were unwilling to exert themselves or were afraid of being censured by the Mandalay league. But in a time of scarcity they were only too glad to have an opportunity of getting a result-grant, and their reform, it is thought, is now permanent. It may be added that Pôngyi U Thureinda of Meiktila opened a survey school in August last. It was placed in charge of his brother, Upazin U Thumanda, who learnt surveying in Lower Burma and had collected 30 pupils, averaging 16 years of age. The school could not be departmentally recognized, and, as it was not provided with survey instruments, the Upazin has recently been persuaded to devote his time to general instruction instead, in which his knowledge of arithmetic and mensuration would produce more tangible results. The schools which deserve notice are those of—

Pôngyi U Teza, Meiktila.
Pôngyi U Pandi, Nyaunggaing.
Pôngyi U Álawka, Wundwin.
Pôngyi U Asara, Thèdaw.
Pôngyi U Zawta, Thèdaw.

YAMÈTHIN DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	128	117	...	11
Pupils	2,219	1,889	...	330
Full passes—				
Standard I	7	46	39	...
Do. II	24	20	...	4
Do. III	...	7	7	...
Do. IV	...	...	...	...
Results-grants paid	749	664	...	85

Of the 117 schools 105 are monastic and 12 lay. One lay and 23 monastic schools have been struck off the list, and six lay and seven monastic schools brought on to it. The former are only temporarily reduced, owing to the famine, and will in the current year again qualify for registration as public institutions. Despite the unavoidable obstacles to progress during the last year, the standard of instruction has risen from the 2nd to the 3rd and the number of full passes from 31 to 73. In the early part of the year the opposition in Mandalay greatly affected the action of the Buddhist confraternity in this district. For instance, throughout May a certificated assistant teacher was at work in the Gaingôk's kyaung at Yamèthin. He was liked by the pupils and by the manager, but some evilly-disposed persons reported the matter to the clique of Sadaws at Mandalay and also spread a rumour amongst the parents that the Government lay teacher was really intended to proselytize and not to educate. The Gaingôk was therefore compelled to solicit the withdrawal of the teacher, though now, when his services are elsewhere engaged and no other trained man is available, the people are wishing for his re-appointment to the school. The Pathis congregate chiefly at Yamèthin, Pyawbwè, and Nyaungyan. They have two schools at Yamèthin and one at Yindaw. At the latter a little Parsi and Hindi are taught in addition to the Koran. When a certificated teacher was placed at Ma Kyin's school at Yindaw, all the Mahomedan children seceded to it from this school and forced the maulvi to prohibit the Pathis sending their children to a Burmese school. Some promising lay schools have been started during the year at Theingôn, Ywathit, and Pyawbwè. That of Maung Tut at the last-mentioned place is attended by a number of nuns, who wish to learn so as afterwards to be able to teach. The schools specially commended are those of—

Maung Min Gaung, Yamèthin. | Pôngyi U Ariya, Yamèthin.
Pôngyi U Pônnya, Yamèthin. | Pôngyi U Pyinnyathiha, Ônthigwè.
Ma Shin, Pyawbwè.

PYINMANA DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	58	78	20	...
Pupils	879	1,287	408	...
Full passes—	...	...	...	...
Standard I	4	48	44	...
Do. II	13	27	14	...
Do. III	...	8	8	...
Do. IV	...	8	8	...
Results-grants paid	397	925	528	...

The schools are divided into 63 monastic and 10 lay. There is no lay school outside of Pyinmana town, and the only nun's school in the district is that of Ma E Bôn at Pyinmana. Six of the lay schools are Mahomedan. The scarcity of food did not affect the attendance of pupils save at a few schools in the Taungnyo and Wanwegôn townships. In these two townships, however, passes were obtained for the first time. No passes have so far been obtained in the Pyinmana and Paunglaung townships. Progress has been most marked in Pyinmana town, and is there due chiefly to the efforts of Maung Saung, who has

a good model lay school aided by a trained teacher and is studying with a view to presenting himself for the next teachers' certificate examination. His school, for which a new building was constructed by the people of the quarter last year, and that of Maung Po Tu at Mônywa, in the Lower Chindwin district, are the two best lay schools in Upper Burma outside of Mandalay, both managers being Patamabyans. Everywhere in the district, even in the lonely forest villages in the Taungnyo township, the people show an interest in their children's education, while lay managers are attempting to improve both themselves and their schools, and the pôngyis have all voluntarily done their best to follow the new scheme of instruction. In Pyinmana town the fee-system is gaining ground. Only one school outside of that town has succeeded in reaching the 2nd standard, but many of the interior schools are of promise and will do well in the current year, now that the Deputy Inspector, relieved of inspection-work in the Meiktila district, has time for making longer and more extended inspection tours. The best schools in this district are those of—

Maung Saung, Pyinmana.	Maung Pe, Pyinmana.
Maung Thaing, Pyinmana.	Pôngyi U Pônnya, Pyinmana.
Ma Saw Mi, Pyinmana.	Pôngyi U Wimala, Lewè.

SECTION VI.

Special Instruction.

71. In the technical department of the S. P. G. school, Shwebo, 11 girls are learning weaving. Two teachers are now engaged, and 12 looms have been provided. Three girls passed by the 6th standard, one by the 5th standard, and three out of five by the 4th standard. The two remaining students are very young beginners, who have all the will but not the strength just yet to work a loom efficiently, though they are useful in preparing thread for winding and in unravelling knots. The outturn of work keeps the children adopted by the Mission provided with a sufficiency and a sober variety of clothing. The weaving school shows that, if care be exercised, general and technical education can very well go together hand-in-hand. A weaving school on the same lines has also been instituted for the pupils attached to the E. W. M. Girls' schools, Mandalay.

72. The Superintendent of the S. P. G. school, Shwebo, who has himself learnt book-binding, is about to start a class for boys in this industry. In connection with the technical department he has made arrangements to open an industrial farm. He has obtained a grant of about 40 acres of land adjoining the school enclosure on the west, and intends to extend the town on that side by housing his converts from the jungle there and so establishing a Christian quarter. Leaving out of consideration the civic advantages of having a large body of people of simple, quiet, and industrious habits settled there, the local progress of education will be greatly stimulated. While the adults will be taught scientific farming or some industry such as cobbling or blacksmith's work accordingly as they are inclined to be cultivators or artisans, the children will receive the elements of a general education in the school prior to joining their parents in the Mission fields or in the Mission workshop. With care and judgment and beginning in a small way, the scheme should prove a success; and if it teaches the Burman self-help, it will have contributed something to his advantage.

73. In view of the timely lesson afforded by the late season of drought, inspecting officers have put in circulation amongst the rural villages copies of the vernacular edition of Martini's Handbook of Agriculture for Burma. This little manual is very popular with school-managers and with the parents of pupils, who are mostly cultivators. The Inspector has frequently been asked by pôngyis, thugyis, and Subdivisional Officers for copies of the translated work for distribution. The book has accordingly been prescribed as an "optional" subject in the 2nd, 3rd, and 4th standards for vernacular schools in Upper Burma. And arrangements are being made for the managers of pôngyi kyaungs, who are frequently keen horticulturists, utilizing the seeds sent out by the Land Records and Agriculture Department with a view to getting people to try a change of crops in case

of failure or of soil overuse, by starting a small experimental garden in the kyaung enclosure not merely for the practical illustration of the text-book to their pupils, but for the instruction of the cultivators of the neighbourhood who are always too casual and conservative to follow advice or to *begin* anything that they fear is original and therefore necessitating labour.

74. Arrangements have been made to open an Industrial school in Mandalay for imparting instruction in carpentry, boot and shoe making, and cane and bamboo work. A separate instructor is provided in each craft, the course in each lasting for two years. The Municipality has provided five junior and five senior scholarships each of the monthly value of Rs. 4 and Rs. 8 respectively. The profits accruing from the sale of manufactured articles will go towards the formation of a fund for advancing loans to students, who have completed the higher and lower courses of instruction, to set up in business. If the experiment proves a success, other industries will be introduced.

75. The following statement shows the number of Survey schools and the attendance at each for the past two years—

Class of institution.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
Mandalay Survey school	1	15	1	28
Sagaing Survey school	1	28	1	18
Minbu Survey school	1	34	1	31
Kyaukse Survey school	1	25	1	20
Yamèthin Survey school	1	39	1	19
Total ...	5	136	5	116

The number of Survey schools remains unaltered, but the attendance of pupils shows a slight decrease of 20.

76. The following table shows the number of Jail schools and the attendance at each:—

Locality of school.	Number of pupils under instruction.	Number of pupils presented.		Number passed.	
		Adults.	Juveniles.	Lower Primary standard.	
				I	II
Mandalay	59	14	2	...	...
Minbu	25	5	20	...	...
Magwe	29	5	16	...	...
Meiktila	36	9	2	3	...
Pyinmana	29	17	...	...	2
Shwebo	23	23	...	...	...
Yamèthin	40	...	...	...	...
Total ...	241	73	40	3	2

Out of seven jail schools, only two obtained passes. The Meiktila Jail school is the only one equipped with books and slates. As a rule the prisoners could read and write a little in Burmese, but knew nothing or next to nothing of arithmetic and grammar. The unexamined prisoners were steeped in ignorance. The majority of students were Burmans, a few were Shans, Chinese, and Natives of India. They ranged in age from 16 to 31. The teachers are prisoners, and were formerly, with the exception of a pleader, either clerks or traders. The youthfulness of many of the prisoners under instruction indicates the need that exists for a reformatory in Upper Burma. The large jails at Myingyan and Mônywa should have schools attached to them.

77. Owing to the rapid completion of the railway extension beyond Shwebo and the consequent demand for trained subordinates, a Railway Training school has been opened in Mandalay, in which students, whose number is limited to 15, are taught telegraphy and office routine. On passing as signallers they obtain a salary of Rs. 15 a month, and on passing a further test in railway codes and tariffs they are appointed assistant station-masters on a salary of Rs. 40. The school has been established with the object of training local men for local requirements. An examination for admission to it is annually held by the Inspector of Schools.

78. A kindergarten class been opened in the A. B. M. European Girls' school, Mandalay. The children are attracted by the work.

79. It is hoped, with the assistance of one of the Mission school-managers in Mandalay, to start an evening class for instructing young natives, engaged in clerical work during the day, in book-keeping and commercial correspondence. This class is expected to be very popular, and is being opened by special request.

80. It may here be stated that in 1890-91 only two applications, one from Sagaing and the other from Myingyan, were received for admission to the Government Normal school, Moulmein. During the year under review the profession of certificated teacher attracted the attention of many promising students, of whom sixteen applied to be sent to Moulmein. Some signification is attached to this, when it comes to be considered how averse the Upper Burman is to his son leaving his home and particularly to go to the unorthodox lower province. Five of the applicants were selected, two from Mandalay and one each from Myingyan, Yamèthin, and Pyinmana.

81. The system introduced during the year of training teachers by probationary work under the Deputy Inspector's personal supervision has been referred to in the preceding section.

SECTION VII.

Female Education.

82. The following table gives the leading figures in connection with female education for the last two years :—

Class of school.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
Under public management—				
Maintained by the Department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Under private management—				
Aided by the Grant-in-aid Rules	3	73	3	81
Aided under the Rules for Indigenous Schools ...	23	362	28	514
Unaided schools	35	319	33	334
Total ...	61	754	64	929
Boys' schools to which girls are admitted	245	2,588	317	3,491
Private institutions of indigenous instruction	128	474	120	401
Grand Total ...	434	3,811	501	4,821

There is an increase of 67 schools and 1,010 pupils, or, taking public girls' schools alone, of 3 schools and 175 pupils.

83. The following table shows the existing public schools, including mixed schools for girls, and the number of girls attending them :—

Division.	District.	Anglo-Vernacular.		Indigenous Vernacular.						Total, 1891-92.		Total, 1890-91.	
		Aided.		*Burmese.*		*Mahomedan.*		*Munipurian.*					
		Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.
Northern.	Mandalay, mixed ...	1	4	188	1,576	1	7	1	1	141	5,188	111	1,278
	Mandalay, girls only ...	8	81	18	264	...	...	...	...	21	845	22	274
	Bhamo, mixed ...	...	...	8	51	...	...	...	...	8	51	7	84
	Bhamo, girls only ...	...	...	...	...	...	...	...	...	...	...	...	...
	Katha, mixed ...	...	...	4	30	...	...	...	...	4	30	8	14
	Katha, girls only ...	...	...	...	...	...	...	...	...	...	...	...	...
	Ruby Mines, mixed ...	...	...	8	23	...	...	...	...	3	23	4	24
	Ruby Mines, girls only	...	...	...	...	...	...	...	...	...	..	...	
	Shwebo, mixed ...	1	11	11	125	...	...	...	...	12	136	8	28
	Shwebo, girls only ...	...	...	6	67	...	...	...	...	6	67	4	17
Central.	Ye-u, mixed ...	...	...	8	20	...	...	...	...	8	20	1	1
	Ye-u, girls only ...	...	...	...	...	...	...	...	...	...	...	...	...
	Sagaing, mixed ...	...	...	18	149	...	...	...	...	18	149	17	178
	Sagaing, girls only ...	...	...	12	184	...	...	...	...	12	184	13	137
	Lower Chindwin, mixed	...	...	16	255	...	...	...	...	16	255	1	201
	Lower Chindwin, girls only.	...	...	5	72	...	...	...	...	5	72	7	99
	Upper Chindwin, mixed	...	...	8	26	...	...	...	...	8	26	2	21
	Upper Chindwin, girls only.	...	...	1	5	...	...	...	...	1	5	1	4
Southern.	Myingyan, mixed ...	1	1	23	843	...	...	...	...	24	844	19	216
	Myingyan, girls only ...	...	...	4	52	..	...	...	...	4	52	4	56
	Pakôkku, mixed ...	...	...	19	194	...	...	...	...	19	194	10	90
	Pakôkku, girls only ...	...	...	1	11	...	...	...	...	1	11	1	10
	Minbu, mixed ...	...	...	11	117	...	...	...	...	11	117	9	79
	Minbu, girls only ...	...	...	2	42	...	...	...	...	2	42	3	70
	Magwe, mixed ...	...	...	15	163	...	...	...	...	15	163	18	101
	Magwe, girls only ...	...	...	1	10	...	...	...	...	1	10	...	...
Eastern.	Kayuksè, mixed ...	2	4	19	142	...	...	...	...	21	146	12	101
	Kyauksè, girls only ...	...	...	1	10	...	...	...	...	1	10	1	13
	Meiktila, mixed ...	1	5	7	73	...	...	...	...	8	78	2	20
	Meiktila, girls only ...	...	...	3	37	...	...	...	...	3	37	1	16
	Yamèthin, mixed ...	1	7	8	96	..	...	...	...	9	103	7	75
	Yamèthin, girls only ...	...	...	4	57	...	...	...	..	4	57	1	25
	Pyinmana, mixed ...	...	...	7	68	...	...	...	...	7	68	7	77
	Pyinmana, girls only ...	...	...	3	37	...	...	...	...	3	37	3	33
	Total ... mixed ...	7	32	308	3,451	1	7	1	1	317	3,491	245	2,583
	Total ... girls only ...	3	81	61	848	...	..	...	...	64	929	61	754
	Total ...	10	113	369	4,299	1	7	1	1	381	4,420	306	3,337

84. Anglo-Vernacular schools show an increase of one. This is due to the removal of the Anglo-Tamil Mixed school, Mandalay, and the A. B. M. Mixed school, Sagaing, from the list, and the addition thereto of the R. C. M. Mixed school, Kyauksè, the A. B. M. Mixed school, Meiktila, and the Railway school, Yamèthin. The Burmese schools have increased by 74 and as regards pupils by 1,094. The Mahomedan and Manipurian schools remain stationary; girls of these nationalities are rarely educated, but, if sent to school, go generally to the Burmese lay schools. A few of the daughters of Tamil servants and of Punjabi policemen are to be found in English Mission schools. Where the daughters are of semi-Burmese parentage, they go as a rule to the lay schools along with their young brothers.

85. In the year under report the number of girls' vernacular departments attached to Anglo-Vernacular schools was raised to five by the opening of such a department at the A. B. M. school, Pyinmana. Similar departments are this year to be attached to the S. P. G. school, Pyinmana, and the R. C. M. school, Yamèthin. The Pakôkku Municipality made over the old town hospital to the Wesleyan Mission for use as a vernacular girls' school, which has been opened since the close of the year. The S. P. G. Mission will shortly start an Anglo-Vernacular Girls' school in Mandalay.

86. It is worth notice, as regards the indigenous schools, where it is often thought that girls do not require arithmetic as boys do, that some female managers of girls' schools, like Ma Thin Nu of Mandalay, have gladly accepted instruction from certificated teachers attached to other schools, in order not only to improve their method and scope of teaching, but also to present themselves for the departmental examinations.

87. The following statement gives the number and attendance of private schools including mixed schools for girls :—

Division.	District.	Indigenous Vernacular.						Total, 1891-92.		Total, 1890-91.	
		Burmese.		*Mahomedan.*		*Manipurian.*					
		Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.
Northern.	Mandalay, mixed ...	12	17	25	154	2	5	39	176	83	318
	Mandalay, girls only ...	25	55	...	...	...	...	25	55	3	15
	Bhamo, mixed ...	...	...	...	...	...	...	...	...	...	...
	Bhamo, girls only ...	...	...	...	...	...	...	...	...	...	...
	Katha, mixed ...	...	...	...	...	...	...	...	...	...	...
	Katha, girls only ...	...	...	...	...	...	...	...	...	...	...
	Ruby Mines, mixed ...	...	...	...	...	...	...	...	...	...	...
	Ruby Mines, girls only ...	...	...	...	...	...	...	...	...	...	...
	Shwebo, mixed ...	...	...	2	3	...	...	2	3	...	...
	Shwebo, girls only ...	1	4	...	...	...	...	1	4	1	3
Central.	Ye-u, mixed ...	...	...	...	...	...	...	...	...	...	...
	Ye-u, girls only ...	...	...	...	...	...	...	...	...	...	...
	Sagaing, mixed ...	4	6	3	11	...	...	7	17	3	7
	Sagaing, girls only ...	...	...	...	...	...	...	...	...	...	...
	Lower Chindwin, mixed ...	4	15	...	...	...	...	4	15	...	...
	Lower Chindwin, girls only	1	3	...	...	...	...	1	3	1	5
	Upper Chindwin, mixed ...	...	...	...	...	...	...	...	...	...	...
	Upper Chindwin, girls only	1	8	...	...	...	...	1	8	...	...
Southern.	Myingyan, mixed ...	1	2	1	5	...	...	2	7	2	6
	Myingyan, girls only ...	2	8	...	...	...	...	2	8	...	...
	Pakôkku, mixed ...	1	4	...	...	...	...	1	4	3	7
	Pakôkku, girls only ...	4	20	...	...	...	...	4	20	5	14
	Minbu, mixed ...	7	13	...	...	...	...	7	13	2	13
	Minbu, girls only ...	7	40	...	...	...	...	7	40	9	35
	Magwe, mixed ...	8	3	...	...	...	...	8	3	2	10
	Magwe, girls only ...	...	...	...	...	...	...	...	...	1	4
Eastern.	Kyauksè, mixed ...	3	9	1	2	...	...	4	11	6	20
	Kyauksè, girls only ...	...	...	...	...	...	...	...	...	1	3
	Meiktila, mixed ...	...	...	...	...	...	...	...	...	...	...
	Meiktila, girls only ...	...	...	...	...	...	...	...	...	...	...
	Yamèthin, mixed ...	...	...	2	3	...	...	2	3	2	7
	Yamèthin, girls only ...	...	...	...	...	...	...	...	...	...	...
	Pyinmana, mixed ...	1	2	6	8	...	...	7	10	4	12
	Pyinmana, girls only ...	1	1	...	...	...	...	1	1	...	...
	Total ... mixed ...	36	71	40	186	2	5	78	262	107	395
	Total ... girls only ...	42	139	...	...	...	...	42	139	21	79
	Total ...	78	210	40	186	2	5	120	401	128	474

Although two Manipurian, ten more Mahomedan, and 21 more Burmese nuns' schools have been brought on to the list of private schools, the decrease

on the whole is owing to the improvement of many Burmese lay schools, they having on account of the results-grant system bestirred themselves into qualification for public recognition.

88. The following statement shows the results attained during the year by girls at the various schools :—

School.	Eighth Standard.		Seventh Standard.		Sixth Standard.		Fifth Standard.		Fourth Standard.		Third Standard.		Second Standard.		First Standard.		Total.	
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
Aided under the Grant-in-aid Rules.	...	2	3	2	6	...	1	9	7	11	13	11	10	13	16	19	56	67
Burmese Indigenous	...	...	...	...	...	...	...	...	...	5	...	34	13	81	...	345	13	465
Mahomedan ...	..	...	...	..	...	...	...	...	...	...	...	...	1	1	...		1	1
Manipurian ...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	..	...	...	...
Total	...	2	3	2	6	...	1	9	7	16	13	45	24	95	16	364	70	533

89. The only two pupils in Upper Burma who have passed by the 8th standard are girls. Of the 20 pupils who passed the Upper Provincial 7th Standard examination, two were girls. Of the 46 passes at the Anglo-Vernacular 4th Standard examination, the 2nd, 3rd, and 5th places were taken by girls. Of the 62 passes at the vernacular examination by that standard the first two places were occupied by girls. The great increase in the number of Lower Primary passes is remarkable and shows that the work of the certificated teachers attached to the lay schools is beginning to bear fruit. The most regular attendants and often the most promising pupils are girls, who are keen in emulation and quick at figures, and who make the most of their short stay in school. It may be for this reason in part and partly from an unconscious humanitarianism that Pôngyi U Asara of Mala, Shwebo district, Pôngyi U Mezu of Kyanhnyat, Katha district, and Pôngyi U Nyeya of Pyawbwè, Yamèthin district, admit female pupils to their kyaungs, though thereby they infringe the rigid letter of the Buddhist law.

90. Female education has made some progress, but is still far from being universal in Burma. In the upper province, outside of district and township headquarters, where there are generally lay and nuns' schools open to girls, the schools as a rule are wholly monastic and thus barred to female pupils. Taking all schools to which girls are admitted in Upper Burma, it is found that there are only four to a township, and each school on the average contains nine female pupils.

91. Omitting the Anglo-Vernacular schools there is not a school at which needlework is taught at present. The girls who attend a layman's school are all of tender years, and are sent to school to be kept out of mischief or to accompany a young brother, until they are old enough to participate in the work of the family. In the towns lay school-managers are shrewed enough to secure as many girls as they can, and to retain them in the school as long as possible, in order to get the higher rate of result-grant on their account. The establishment in Upper Burma of a girls' normal school like that at Kemmendine is within near accomplishment. But even when we have our normal teachers, we cannot always utilize them. Bearing in mind, therefore, that at present there are no special teachers for the girls and (as far as the nation is concerned) not even the girls themselves in any numbers, the progress already attained as regards female education is, if small, satisfactory. All that can be done to promote female education, without exciting suspicion or ill-will, is being done. Lay schools are being encouraged and established. In the current year much will be effected in the way of starting at district headquarters vernacular girls' schools aided by contributions from municipal funds and placed in charge of Burmese certificated mistresses. Putting these aided schools on one side, it would be unwise just yet to call upon Burman managers, whether nuns or laymen, to maintain schools solely for girls, and it would be a sheer waste of money to subsidize incompetent

teachers or to start girls' schools in rural places where even the boys can ill be spared to attend the kyaung for a few months in the year. Now that female education has begun to spread, it may well be expected that it will spread rapidly, and that the girls now under instruction, who compare so favourably with the boys, will insist on their daughters being better educated than themselves.

SECTION VIII.

EDUCATION OF SPECIAL CLASSES.

92. In the Anglo-Vernacular schools there are 22 Chinese, 3 Karens, 3 Shans, and 19 Manipuris.

(*a*) *European.*

93. The following table shows the number of schools attended by Europeans only and the number of pupils in attendance :—

Class of school.		Number of schools on 31st March.		Number of scholars in them on 31st March.					
				1890-91.			1891-92.		
		1890-91.	1891-92.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Aided for boys	Middle schools ...	...	1	...	...	...	4	7	11
	Primary schools ...	...	...	...	...	...	...	...	...
	Total ...	...	1	...	...	...	4	7	11
Aided for girls	Middle schools ...	1	1	11	43	54	19	49	68
	Primary schools ...	1	1	8	10	18	3	5	8
	Total ...	2	2	19	53	72	22	54	76
	GRAND TOTAL ...	2	3	19	53	72	26	61	87

The number of schools has risen by one and pupils by 15. This is due to the registration last year of the Yamèthin Railway school. The pupils are distributed in the European schools as follows :—

R. C. M. Convent school, Mandalay	68
A. B. M. European Girls' school, Mandalay	8
Railway school, Yamèthin	11
Total ...	87

And in schools to which Natives are also admitted as follows :—

E. W. M. Boys' school, Mandalay	2
R. C. M. Boys' school, Mandalay	3
A. B. M. Boys' school, Mandalay	1
S. P. G. Boys' school, Mandalay	17
All Saints S. P. G. Mixed school, Shwebo	3
S. P. G. Boys' school, Pyinmana	4
R. C. M. Boys' school, Pyinmana	2
A. B. M. Mixed school, Meiktila	1
R. C. M. Mixed school, Kyauksè	3
S. P. G. Mixed school, Myittha, Kyauksè	1
Total ...	37

94. The following statement shows the results of the departmental examinations so far as they concern European students :—

Standard of examination.	Number presented for examination.	Number of pupils passed from institutions attended by				Total of European pupils passed from institutions of all kinds.	
		Europeans only.		All races.			
	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
Eighth	2	...	2	...	...	...	2
Seventh	11	4	2	...	4	4	6
Sixth	1	6	...	1	...	7	...
Fifth	9	1	7	2	1	8	8
Fourth	12	7	8	...	1	7	9
Third	10	8	7	4	...	7	7
Second	19	5	10	4	2	9	12
First	17	14	8	8	2	17	10
Total ...	81	40	44	14	10	54	54

95. The following is a statement of the cost of European education in the three schools in Upper Burma which are maintained exclusively for European pupils, the net Government expenditure and the total expenditure being shown separately :—

Head of expenditure.	1890-91.		1891-92.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
Secondary	568	1,685	612	4,208
Primary	224	975	226	788
Scholarships	...	...	...	..
Buildings	10,000	10,000	...	..
Furniture and apparatus	...	...	...	...
Miscellaneous	...	...	...	...
Superintendence	...	...	...	...
Total ...	10,792	12,660	838	4,996

The only three pupils who obtained Middle English scholarships last year were Europeans.

96. In the following table particulars are given as to the stages of instruction of the pupils attending the three schools for Europeans only:—

Class of school.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary Stage.						Total.		
												Reading printed books.			*Not reading printed books.*					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																				
For boys — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided — English	1	11	...	...	...	...	1	1	1	3	4	3	3	6	...	...	...	4	7	11
For boys — Aided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	11	...	...	...	...	1	1	1	3	4	3	3	6	...	...	...	4	7	11
For girls — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided — English	1	68	...	3	3	1	11	12	3	13	16	15	22	37	...	...	...	19	49	68
For girls — Aided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	68	...	3	3	1	11	12	3	13	16	15	22	37	...	...	...	19	49	68
Total Secondary schools	2	79	...	3	3	1	12	13	4	16	20	18	25	43	...	...	...	23	56	79
Primary schools—																				
For boys — Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided	1	8	...	...	...	...	...	...	...	2	2	3	3	6	...	...	...	3	5	8
Total	1	8	...	...	...	...	...	...	...	2	2	3	3	6	...	...	...	3	5	8
Total Primary schools	1	8	...	...	...	...	...	...	...	2	2	3	3	6	...	...	...	3	5	8
GRAND TOTAL	3	87	...	3	3	1	12	13	4	18	22	21	28	49	...	...	...	26	61	87

(b) *Mahomedan.*

97. The following table shows the number of Mahomedan schools and the pupils attending them :—

Division.	District.	Number of registered public schools.	Number of pupils.		Total pupils.	Number of private schools.	Number of pupils.		Total pupils.	1891-92.		1890-91.	
			Boys.	Girls.			Boys.	Girls.		Grand total of schools.	Grand total of pupils.	Grand total of schools.	Grand total of pupils.
Northern.	Mandalay ...	1	80	7	87	25	487	154	641	26	678	26	632
	Bhamo ...	...	...	...	...	...	...	...	...	...	...	...	...
	Katha ...	...	...	...	...	...	...	...	...	...	...	...	...
	Ruby Mines ...	...	...	...	...	...	...	...	...	...	...	...	...
	Shwebo ...	...	...	...	...	2	15	8	18	2	18	...	...
Central.	Ye-u ...	...	...	...	...	...	...	...	...	...	...	...	...
	Sagaing ...	...	...	...	...	3	5	11	16	3	16	4	48
	Lower Chindwin ...	...	...	...	...	...	...	...	...	...	...	...	
	Upper Chindwin ...	...	...	...	...	...	...	...	...	...	...	...	
Southern.	Myingyan ...	...	...	...	...	1	5	5	10	1	10	1	9
	Pakôkku ...	...	...	...	...	..	...	...	...	...	...	...	...
	Minbu ...	...	...	...	...	...	...	...	...	...	...	...	...
	Magwe ...	...	...	...	...	...	...	...	...	...	...	...	...
Eastern.	Kyauksè ...	...	...	...	...	9	105	2	107	9	107	6	116
	Meiktila ...	...	...	...	...	1	16	...	16	1	16	1	20
	Yamèthin ...	...	...	...	...	2	77	3	80	2	80	3	72
	Pyinmana ...	...	...	...	...	6	108	8	116	6	116	7	118
	Total ...	1	80	7	87	49	818	186	1,004	50	1,041	48	1,005

98. There is an increase of 2 schools and 36 pupils. An Indian Mahomedan school exists at Mandalay and also at Shwebo. At each place it is attached to the new mosque built by the native traders and military police, and is in charge of a mullah brought over from India, who, ignorant of Burmese himself, teaches Urdu and Persian as well as the Koran. All other Mahomedan institutions are Pathi schools, of which only one, Maung Thin's of Mandalay, has acquitted itself satisfactorily in examination during the year. The other Pathi schools in which managers and pupils know only Burmese and to all intents and purposes are Burmans, do little beyond the repetition by heart of a few uncomprehended Arabic verses from the Koran, though some of these schools in Mandalay are making an effort to teach according to departmental requirements.

99. Pathis are found largely in the Eastern division, but the chief Pathi settlement in Upper Burma is the Myedu township of the Shwebo district, where Mahomedans abound in almost every village, while some villages, like Bugyi and Mawdaw, contain only Moslem houses. Almost every village has its mullah, though the schools are few in number, as only the descendants of the mullahs, whose occupation is hereditary, learn to read from Arabic characters. Outside of the township small branch settlements are found, but the people seem to have lost their distinctive nationality. At Kyauktaing and Kyisu, the inhabitants

have lapsed into Buddhism, and so also at Thitseingyi where a deserted mosque stands. It is common to find the Moslem population sending their children to the monastic schools to learn Burmese and supporting the pôngyis. Sometimes the children assume the yellow robe.

The sons of respectable Mahomedans, Zerbadis by birth, are everywhere readily sent to the local English school.

(*e*) *Manipurian.*

100. The following table gives the number of Manipurian schools and the pupils attending them :—

Division.	District.	Number of registered public schools.	Number of pupils.		Total pupils.	Number of private schools.	Number of pupils.		Total pupils.	1891-92.		1890-91.	
			Boys.	Girls.			Boys.	Girls.		Grand total of schools.	Grand total of pupils.	Grand total of schools.	Grand total of pupils.
Northern ...	Mandalay ...	2	64	1	65	8	73	5	78	10	143	9	96
Central ...	Sagaing ...	...	...	...	...	2	2	...	2	2	2	2	4
	Total ...	2	64	1	65	10	75	5	80	12	145	11	100

Of the various castes of the Manipuris, the Pônnas alone maintain schools, in which instruction in Hinduism is imparted and printed books in Bengali are used. The Panjika, a sort of Zadkiel's Almanack, by means of which ceremonial days are fixed, is invariably taught by the master, a Brahmin, who occasionally knows a little Sanskrit. The schools lie either in or near the temples—raised generally to Krishna and Radha and known as Takur Ghats—and, when separate buildings, are sometimes, with their low mud walls, earthern floor and children tracing their letters in sand, exact copies of the village school in India. Gautama is accepted as one of their deities, and children are taught to repeat in his honour a few verses from the Dasavatara. Female education is greatly neglected by this race. Some of the oldest Manipuris retain a faint knowledge of their mother-tongue.

(*d*) *Karens.*

101. The only Karens in Upper Burma are the Palaing Karens living on the Pyinmana hills and talking a Bghai dialect. They are occupied in growing betel. They all speak Burmese, and mix freely with the Burmans. Many are Buddhists, and some of the villages, owing to the Burmans settled in them, have pôngyi kyaungs. Karens also exist in the Myelat, the inhabitants of Lwèlôn, Mobyè, and Sagwe are largely composed of them. The so-called Karens of the central states are a branch race of the Padaungs, and though the women dress exactly like the Karen women, the vernacular of the tribe is in no way akin to any Karen dialect.

(*e*) *Shans.*

102. The Shans or Tais are split up into numerous principalities and tribes. All speak the Shangyi with dialectical differences. Burmese is unknown, save in Taungbaing, where the people are Palaungs, and in Thibaw, Nyaungywe, and the Myelat, where a large element of the population is made up of Danus, Taungthus, and Karens. Owing to the nomadic habits of a number of the people, the backward condition of the hill tribes, and the distinctions of race and dialect, the introduction of the State scheme of education into the Shan States will be a matter of time and of difficulty. Many of the vernaculars now in use cannot obtain departmental recognition. Shan, however, as the leading vernacular cannot be ignored, and into this language it will be necessary to translate text-books for general use. But there is a great do-

mand for the teaching of Burmese. While the pôngyi kyaungs of the majority of the States teach Shan alone, those on the western border, where the people are more Danus or Taungthus than Shans, and where outside of the capital towns the kyaungs mostly lie, are forced to impart some instruction in Burmese, though it often happens that, while pupils are able owing to the similarity of written characters to read with some hesitation Burmese, they are colloquially ignorant of it. Though Burmese influence has waned considerably in the States, Burmese is still the political and commercial language of most of them, and a knowledge of it is essential to the respectable Shan. In some of the frontier States, such as North Theinni, where even the Sawbwa is ignorant of the language, Burmese is utterly unknown. Owing to anarchy and famine, a number of the villages and kyaungs were deserted, and accordingly a knowledge of Burmese is not so common, even with the Chiefs and the traders, as it was when the States were under the Burmese rule. Indeed, owing to the unsettled state of this tract, the general education of the people suffered severely. Now that the people are returning to their old homesteads, the children are still left untaught owing to the population being too poor and scanty to offer inducements to good teachers to settle amongst them.

103. The present condition of education in the States is very elementary. The people have only just settled down, and in their struggle for existence have to impress the manual aid of every member of the family. Not a lay school exists, and female education is entirely neglected. The pôngyis as a class are more than ordinarily ignorant, but are not so proud and prejudiced as in Upper Burma and would readily take up secular education and accept lay teachers. The instruction given by them is purely religious and of a mnemonic character. They have not the slightest objection and are indeed desirous to have vernacular copies of our text-books wherever they are acquainted with Burmese. Few Shans can read or write. Arithmetic is never taught, though some of the priests are acquainted with astrological calculations. In most of the schools the pôngyis know only Shan, and make their pupils learn by rote a Shan version of a Burmese translation of the Pali religious formulæ in common use. Few priests know Burmese, and fewer still have an acquaintance with the Pareitkyi and the Mingalathôk. Palm leaves are rarely met with, but each kyaung has a stock of coarse-papered large-charactered manuscript books. Scribes, skilled in illumination, occasionally roam from kyaung to kyaung to copy rare manuscripts and to teach their art. These men who are often laymen are always well treated.

104. In the majority of the schools, the pupils do little work beyond acting as servitors to the pôngyi. The fact that nine out of ten koyins are about five years under the minimum age for admission to the novitiate, that they invariably out-number the lay pupils, and that all pupils leave the kyaung at 10 or 11 years of age, shows that the schools are mere nurseries. Few of them have upazins. From this it may be taken that the ecclesiastical profession is not an attractive one.

105. Roughly estimated the Northern and Southern States each contain about 1,200 pôngyi kyaungs. The leading States, from an educational point of view, are Thibaw with 290 kyaungs, Taungbaing with 140 kyaungs, Monè and Kyaingtaung with 125, Maukmè with 70, and Maingkaing with 60. The Myelat States aggregate 281 kyaungs. Pôngyis from Kaingtung and Chiengmai are beginning to settle themselves in the Eastern States.

106. The Superintendents of the Northern and Southern States are strongly in favour of the establishment at Lashio and at Fort Stedman respectively of an Anglo-Vernacular Primary boarding school for the education of the sons of the Chiefs and the leading officials and merchants, who alone as yet can afford to pay for the education of their children and whose children are every whit as illiterate as those of the populace. For the present it may be said the masses cannot pay for education, have not much time or inclination for it, and can earn their living without it. Were the new system of instruction brought directly to their notice, however, it is probable their views would undergo a change, the more so as every pôngyi would be glad of the chance of having books and an assistant teacher to attract and retain pupils and to earn grants.

107. At Thibaw the Revd. M. Kirkpatrick, M.D., of the American Baptist Mission, has opened a school, the Sawbwa not only providing a site and timber for the building, but also constructing a Mission hospital. The school contains 10 boys and 3 girls, and the Sawbwa, an enlightened ruler, who has sent his two sons to England for their education, is inducing his amatgyis to send their children to the school. Each pupil pays a fee of 8 annas. Instruction is given in Shan, Burmese, and arithmetic, and also in Christian doctrine. One female and two male Karen catechists, acquainted with both Shan and Burmese, assist in the work of teaching. A similar school has been opened at Monè by the Revd. W. Griggs, M.D., of the same Mission. Twelve boys and two girls are in attendance. The assistant teacher is a Shan who has been trained at the Rangoon Baptist College. The school has received some support from the Sawbwas of Maingpun and Maukmè. Both schools show that the people are bound to follow in the wake of their leaders.

108. It may be added that Shan villages are to be met with in the Minbu district and in the Eastern division, particularly in the Yamèthin district. They are mostly situated on the trade routes though some lie in the jungle where the inhabitants are engaged in cutch-boiling or in forest work. These Shans know Burmese and support Burman pôngyis and associate with other races very freely.

109. Mr. Wells made a very thorough tour in the Shan country and sent in a very full, interesting, and instructive report. I only regret space does not allow of my giving it *in extenso*.

This whole section on the education of special classes is his entirely. It will be seen that he has taken special pains to study them.

(*f*) *Kachins.*

110. The Kachins occupy the undemarcated northern frontier of Burma working their way as occasional traders or carriers in jade, India-rubber, mats and farm produce to Homalin and Mogaung and settling as cultivators in the high lands of Bhamo, Taungbaing, and North Theinni. Their *lingua franca* is the Chinpaw dialect, but each tribe has its own patois; for instance, the *Malu* rules in North Theinni and the *Kauri* near Bhamo. The Kachins have no written language, no priests and no kyaungs, and are usually unacquainted with Burmese. Like all the frontier races their religion consists in making propitiatory offerings of food, fruit, and flowers to various malignant spirits, and each village has at its entrance a modest altar for the deposit of oblations. The villages lie on mountain slopes, and each contains from 6 to 20 low-roofed houses of mat and thatch, holding half-a-dozen families apiece and including a general "bachelors'" house, and are all overrun with pigs and poultry. Cash is scarce with them, and, as with the Chins, trade is conducted by means of barter.

111. The American Baptist Mission Kachin Mixed school at Bhamo maintains a steady progress. It has advanced from the 3rd to the 4th standard, and the number on the rolls has risen from 51 to 63 (41 boys and 22 girls), of whom 39 boys and 18 girls are boarders. Excepting two Karens and one Shan, all the scholars are Kachins. Thirty-nine were presented for examination and 35 passed. At the provincial vernacular 4th standard examination a Kachin girl was 11th in order of merit of the 62 Upper Burma passed candidates, while all of the Kachin examinees were superior to the others in the subject of geography. The pupils in this school did better in Burmese at the last awarding inspection than the year before, but their pronunciation is still a little defective. Their singing is surprisingly good. The Kachins indeed resemble the Karens in their adaptability for training in music. The Revd. O. Hanson, the Superintendent of the Baptist Mission at Bhamo, has now completed his grammar and dictionary of the Chinpaw language.

112. Nampa near Bhamo is a missionary Kachin village. The missionaries at Bhamo have secured a large tract of land free of taxation for a certain period and have settled there their converts, who thus obtain solid advantages in return for their conversion and attract by their prosperity other straggling Kachin highlanders to the flourishing Christian village in the plains. The Karen catechists from Bassein have been fairly successful with the Kauri Kachins, and their efforts

will receive material support from the Kachin youths at present under training. The Roman Catholic Mission has established a small Christian Kachin village at Nankeitpa near Bhamo, where a vernacular school in which Burmese is taught has been opened.

113. Trained teachers have been placed at Bhamo and Mogaung with special injunctions to acquire a colloquial knowledge of the local Kachin dialect and to train young Kachin pupils for future use as departmental teachers in their native village. A Kachin teacher is a *sine quâ non*. A teacher of any other nationality would not be very successful in breaking new ground. Though the Karen Catechists have made way with the Kauri or lowland Kachins the upland or Chinpaw Kachins would have nothing to do with them.

(*g*) *Chins.*

114. To the ordinary traveller in the Chindwin districts the Chins are conspicuous by their absence. They lie right off the beaten tracks of administration and remain undisturbed and in their primitive savagery in the wild region of hill and jungle stretching away south of Manipur between the Manipur and Myittha rivers on the east and the Tipperah and Arakan Hill Tracts on the west down to the Yaw country in the southern limits of the upper province. Clans of Chins wander off in Tartar fashion still further south along the Arakan Yomas until they reach their educational terminus in the American Baptist Mission Chin school, Sandoway. South of Manipur are congregated the Kanhaw, Siyin, and Sagyilaing tribes under the surveillance of the military post at Tamu. The Tashon tribe occupies the Kubo valley and has some pretence to civilization.

115. South of them come the Baungshès made up of the Haka, Tlangtlang, and Yokwa tribes and watched over by the Haka garrison, and further south again near the source of the Myittha river the Welaungs, an offshoot tribe. In the dense scrub of the Yaw country another branch tribe, the Chinbôks, dwell. The Yindus occupy the north-west and west of the Minbu district, and to the south of them come the Chinbôns. The Chinbôns and Yindus, as may be expected, having constant intercourse with the Burmans on their east and with the Arakanese on the west, are of mixed origin and resemble the Burmans in habits and features far more than the Chins proper. In fact, both Chinbôns and Yindus claim to have come originally from the neighbourhood of Mount Popa. Other small tribes exist, such as the Settus and Myauks of the Aeng Pass, and are found as far south as the Mindôn township of the Thayetmyo district.

116. Each little Chin State has usually its own dialect, but the Tashon language prevails in the north and the Chinmè in the south. There is no written language. The people worship nats, and, excepting the Tlangbwè or sacrificial priest, there are no monks and accordingly no schools. As tribal quarrels and raids are now discontinued, it is proposed to open Chin indigenous schools in the current year at Kan and Tamu.

117. The Wesleyan missionaries visited Laungshè last year with the intention of starting a small vernacular school there. Two of the Roman Catholic missionaries visited Haka with the object of starting a Chin mission in the north, but they left Haka, and have now joined the Reverend Father Laurent at Kyonkyi, near Gangaw, where some of the Chins have already been converted to Christianity and a small school has been opened.

(*h*) *Chinese.*

118. Though the Chinaman permeates Burma, there are only two Chinese schools, both situated in Mandalay, managed by teachers imported from Momein, and maintained by the Yünnanese traders of the quarter. One was established in 1890 and the other in 1891. They are open to boys alone, and contain respectively 12 and 11 pupils, the majority of whom are pure Chinese. The Amoy Chinese is the sole subject of instruction. Rich Chinamen often send their sons to the Straits or to China for their education, but, when of semi-Burmese parentage, the boys usually attend the indigenous schools and occasionally proceed to the English school. As a rule the girls receive little education, but numbers of them are found in the indigenous lay schools in the large towns, and, as they are invariably bright, it is a great pity that their education is so neglected.

(*i*) *Others.*

119. Some branch races of Shans exist. In the north of the States live the Chinese or Mow Shans so called from the habitat of the tribe.

The mixed race, half Shan and half Burmese, is, roughly speaking, called Danu when Burmese is its vernacular and Kadu when Shan is the language of the household. The Danus are found along the Western frontier of the States and in the Mandalay district. The Kadus occupied the northern part of Upper Burma from the Upper Chindwin across to Bhamo. The former are nearly always half Shan, and are sub-divided into Danus proper when the mother is Burmese and Danats when the mother is Shan. But the Kadus are in many cases half Kachin. While the Kadus of the north preserve their original language and in some of the kyaungs of the Upper Chindwin have Kadu manuscripts, though elsewhere, as in Katha and Bhamo, Burmese is their colloquial abroad, the Danus of the south talk Burmese and sometimes Shan as well, learn Burmese in the pôngyi kyaungs, and know next to nothing of their own vernacular, the Yin dialect.

120. Another branch of the aboriginal Yin (Môn-Annamese) race of the Shan marches between China and Burma, connected with the return up the Salween from Thatôn on the cessation of the Chinese irruption and the consolidation of the north as a Shan kingdom, are the Palaungs or Tasorus, who are divided into six clans and live mostly in the hilly tea-growing region of Taungbaing. They have a few kyaungs, in which Shan is taught, but combine demonology with Buddhism. The cultivators know no language besides their own unrecorded patois. The officials and traders are well acquainted with Burmese and Shan, and, owing to the political and commercial relations of the State, all documents are written in Burmese.

121. The Lishaws are found in Taungbaing, Momeit, and the Ruby Mines district. They are of Yunnanese origin, connected with the Lesus of Szuchuan, and resemble the Panthès in their general appearance. They speak a Chinese dialect, are nat worshippers, and are quite uneducated. Their chief occupation is vegetable-growing.

122. The Las and Was lie in Somu and Kangseu to the east of the States proper: the former have a few kyaungs in which a mongrel Shan is taught. The Panthès are settled in Kunlôn and Panglôn: they merely move as muleteers and pedlars between their new colony and Mandalay, Mogôk, and Bhamo. Besides their Yunnanese dialect, they know Shan, but not Burmese. In North Theinni emigrants from Kaingtôn, the Musos, are to be met with.

123. Only the Shans, Kachins, and Palaungs of the races that have not as yet come under the educational organization of the State, need for the present be considered. The other races require either instruction in the elements of civilization or specific administration. Now that the country is being treated as a whole and is thus undergoing amalgamation, the minor tribes are being rapidly absorbed, and, as regards the others, a common and widespread system of education should go far towards the formation of a united nation.

SECTION IX.

PRIVATE SCHOOLS.

124. The following are the statistics for these institutions for the past two years:—

Division.	District.	Total schools in 1890-91.	Schools, 1891-92.					Total schools, 1891-92.	Total pupils, 1890-91.		Pupils, 1891-92.										Total pupils, 1891-92.	
			Burmese.	Mahomedan.	Manipurian.	Chinese.	Tamil.		Boys.	Girls.	Burmese.		Mahomedan.		Manipurian.		Chinese.		Tamil.		Boys.	Girls.
											Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
NORTHERN	Mandalay ..	892	675	25	8	2	1	711	4,112	328	1,774	72	487	154	73	5	23	...	15	...	2,372	231
	Bhamo ...	8	14	...	...	...	..	14	29	...	41	...	...	...	...	...	...	...	..	...	41	...
	Katha ...	14	19	...	...	...	...	19	29	...	61	...	...	...	.	...	...	...	...	...	61	...
	Ruby Mines ...	4	3	...	...	...	...	3	6	...	11	...	...	...	...	...	...	...	...	...	11	...
	Shwebo ...	150	134	2	...	...	...	136	478	3	301	4	15	3	...	...	...	...	...	...	316	7
CENTRAL...	Ye-u	124	131	...	..	...	...	131	438	...	415	...	...	..	...	...	...	...	...	...	415	.
	Sagaing ...	170	174	3	2	...	...	179	605	7	479	6	5	11	2	...	...	...	...	...	486	17
	Lower Chindwin	64	308	...	...	...	...	308	238	5	1,916	18	...	...	...	...	...	...	.	...	1,916	18
	Upper Chindwin	11	141	...	...	...	...	141	41	...	857	8	...	...	...	...	...	...	...	..	857	8
SOUTHERN	Myingyan ...	101	138	1	...	...	...	139	316	6	470	10	5	5	...	...	...	...	...	...	475	15
	Pakôkku ...	129	143	...	...	...	...	143	427	21	489	24	...	...	...	...	...	...	...	...	489	24
	Minbu ...	179	198	...	...	...	...	198	781	48	859	53	...	...	..	...	...	...	...	..	859	53
	Magwe ...	103	107	...	...	...	...	107	433	14	656	3	...	...	...	...	...	...	...	...	656	3
EASTERN...	Kyauksè ...	148	153	9	...	...	...	162	470	23	462	9	105	2	...	...	...	...	...	..	567	11
	Meiktila ...	13	19	1	...	...	...	20	48	...	44	...	16	...	...	...	...	...	..	...	60	...
	Yamèthin ...	15	23	2	...	...	...	25	101	7	68	...	77	3	...	...	...	...	...	..	145	3
	Pyinmana ...	31	16	6	...	...	...	22	166	12	42	3	108	8	...	..	...	...	..	...	150	11
	Total ...	2,156	2,396	49	10	2	1	2,458	8,718	474	8,945	210	818	186	75	5	23	...	15	..	9,876	401
	Total for 1890-91	...	2,099	47	9	1	...	2,156	..	.	7,907	264	759	210	40	...	12	.	...	...	8,718	474
	Increase ...	...	297	2	1	1	1	302	...	...	1,038	...	59	...	35	5	11	...	15	...	1,158	...
	Decrease ...	...	...	...	...	...	...	...	...	...	...	54	...	24	...	...	...	..	...	...	...	73

There is a gross increase of 302 schools and 1,085 pupils. This is due to the more detailed inspection that there was during the last year, and, as the interior of each district is more closely explored each year, the increase should continue, despite the transfer of schools from the private to the public register on their improvement. There are no Anglo-Vernacular and no Kachin or Chin private schools, while the Shan schools are not included in the returns for 1891-92. There is an increase under Burmese of 297 schools and 984 pupils, under Mahomedan of two schools and 35 pupils, under Manipurian of one school and 40 pupils, under Chinese of one school and 11 pupils, and under Tamil of one school and 15 pupils. The increase is most marked in the Upper and Lower Chindwin districts, in which alone, of all the districts in Upper Burma, it was found necessary, owing to the effects of famine and to the backwardness of managers, to re-classify as private schools last year a number of the public schools of the year preceding.

125. The following is a statement of the Vernacular Mission schools at work in Upper Burma :—

District.	Locality.	Name of school.	Pupils.		Grade of school.
			Boys.	Girls.	
Mandalay ...	Town ...	E. W. M. Boys' school (1)	27	9	I
Do. ...	Do. ...	E. W. M. Girls' school (2)	...	*20	I
Do. ...	Do. ...	R. C. M. Tamil school	15	...	II
Do. ...	Do. ...	R. C. M. Burmese orphanage	25	45	III
Do. ...	Do. ...	R. C. M. Girls' school	40	...	I
Do. ...	Do. ...	R. C. M. Boys' school	20	...	II
Do. ...	Aungpinlè ...	E. W. M. Mixed school	2	5	II
Do. ...	Do. ...	A. B. M. Mixed school	8	5	II
Do. ...	Madaya ...	S. P. G. Mixed school	8	4	II
Sagaing ...	Nabet ...	R. C. M. Mixed school	24	17	II
Do. ...	Chaungu ...	R. M. C. Mixed school	13	15	II
Shwebo ...	Town ...	S. P. G. Girls' school	...	5	I
Do. ...	Kyaukmyaung	S. P. G. Boys' school	8	...	II
Do. ...	Mônhla ...	R. C. M. Mixed school	9	5	II
Ye-u ...	Town ...	R. C. M. Mixed school	4	4	II
Do. ...	Chanthaywa ...	R. C. M. Mixed school	8	9	II
Do. ...	Chaungyu ...	R. C. M. Mixed school	8	6	II
Bhamo ...	Town ...	A. B. M. Kachin Mixed school (2)	41	22	I
Pakôkku ...	Do. ...	E. W. M. Girls' school (2)	...	15	I
Do. ...	Do. ...	E. W. M. Mixed school (3)	16	2	I
Do. ...	Kandaw quarter	E. W. M. Mixed school	18	6	III
Lower Chindwin	Mônywa ...	R. C. M. Mixed school	4	2	II
Kyauksè ...	Zigôn ...	R. C. M. Mixed school	4	...	II
Do. ...	Kyanthagôn ...	R. C. M. Mixed school	16	7	II
Do. ...	Myittha ...	A. B. M. Mixed school	8	4	I
Pyinmana ...	Town ...	A. B. M. Mixed school	8	9	I
Shan States ...	Thibaw ...	A. B. M. Mixed school	10	8	I
Do. ...	Monè ...	A. B. M. Mixed school	12	2	I

(1) Aided with a certificated master. | (2) Aided with a certificated mistress. | (3) Aided with a probationary master.

126. The R. C. M. school at Amyen, Sagaing district, was closed last year on the transfer of the Missionary to Mônywa, and the S. P. G. school, Madaya, and the Mission school at Myittha were changed from Anglo-Vernacular into Vernacular institutions. The number of schools shows therefore an increase of 16. Four of them, it may be noted, are placed in charge of catechists who were formerly pôngyis. Omitting the Tamil, the Kachin, and the two Shan schools, all are Burmese, though those in the Shwebo, Ye-u, and Sagaing districts are attended by children of Burmo-Portuguese descent, resident in the Catholic villages. Almost all of the schools have boarders and free pupils adopted by the Mission.

127. The grades into which the Burmese schools are divided signify (i) those schools under good native teachers and that teach according to the standards, (ii) those that teach somewhat desultorily reading and writing in Burmese and a

little arithmetic, and (iii) those that teach nothing beyond a catechism in the vernacular. The schools of the first two grades were all examined by inspecting officers last year.

Most of the schools are left to the care of a catechist, who as a rule confines his instructions to Biblical narrative and doctrine, and rarely troubles himself about teaching arithmetic. The missionary has usually no time to give to the school, especially when it lies some distance from his headquarters. It is disappointing to find that so few of these institutions have qualified themselves for public recognition as was expected last year. The missions have no funds available to meet half-salaries for certificated teachers, and the catechists, though serviceable preachers, are not equally serviceable teachers. It is hoped that, under the probationership system, promising passed pupils from the Mission English schools may be got to take up work, aided by the Department, in the branch vernacular schools. These schools serve a useful purpose. Not only are they Sunday schools for the children of converts, but they are beginning to act as 'feeders' to the English schools. They help to train the catechists and teachers of the future as well as to extend the native congregation. New vernacular schools are to be opened in the current year at Mônywa by the Wesleyans, at Magwe by the Baptists, and at Yamèthin and Bhamo by the Roman Catholics.

128. Some consternation was created during the year amongst the managers of Burmese lay schools by the issue of a circular to all District Officers to decline exemption from payment of thathameda or other taxes to any lay manager whose name was not included in a list of managers of lay schools fulfilling the conditions prescribed in paragraph 56, section V, page 97, of the Education Code.

129. It was ascertained that payment of thathameda had been remitted to many managers of petty lay schools, who used their schools, which were educationally worthless and which they at times entirely neglected, as a blind for escaping payment of a tax rateable in their case, judging from the flourishing business they carried on as doctors, tailors, and in some instances even as money-lenders, at not less than Rs. 30 or Rs. 40 a year. It is believed that, by summarily squashing such attempts at scholastic imposture, some thousands of rupees have accrued to provincial funds. This will entail no hardship on managers. If a manager levies school-fees, he will be able to meet his rates out of them; if he gives gratuitous instruction, then he can well expect the parents of pupils to conjointly contribute the amount at which he is rated. In their own interests as well as in those of education generally, managers will be impelled to set to work in earnest and bring their schools up to the proper pitch.

SECTION X.

Preparation and Distribution of Text-books and other Educational Literature.

130. Every public school in Upper Burma has now a fair supply of educational literature. In the year under report books to the value of Rs. 600 were gratuitously distributed by the Deputy Inspectors, while Rs. 3,000 worth of text-books, maps, and school apparatus were given in part payment of results-grants. In addition, copies of the vernacular edition of Gray's History of the Alaungpra Dynasty, of Bell's Government of India, and of Adams's wall map of Burma were presented to those managers who were found to have made good use of the books and apparatus previously given to them.

131. As each Deputy Inspector acts as agent for the Baptist Mission Press in his sub-circle, there was no chance of the supply of books and apparatus failing.

132. It was found necessary to insist on the ample equipment of schools, as an erroneous idea prevailed during the early part of the year that, whether indigenous schools were good or bad, they were all to be impartially subsidized by Government, as was customary under the Burmese *regime*. Many managers were found to have expended the grants obtained in 1890-91 not so much on their schools as on themselves, and indeed a few pôngyis evidently considered

their little luxuries of more moment than the development of their kyaungs, and in particular were either averse to the purchase of arithmetics or imagined that an amalgameted class of 40 boys could, with a single copy of Stilson's text between them, study arithmetic both in and out of school without difficulty. Other pôngyis behaved generously but scarcely with prudence in apportioning the whole of the grant in rewards to their pupils. As, however, most managers cannot possibly follow the new system of education without having text-books to instruct and guide them, and as many parents are too poor or too ignorant to buy a complete set of them for their children who have then to look forward to the school having a supply for their use, steps were taken to ensure all indigenous institutions being properly provided with both books and apparatus. Managers now understand that, once their schools are suitably and permanently equipped, greater progress can be made, larger grants can be earned, and the means thus provided to permit of their expending the annual grant-in-aid at their free will in rewards, in conventional works of merit, or otherwise. It may be added that in most cases so readily have books been bought, that their free distribution will in future be discontinued. A few monks have refused to accept books under orders from their ecclesiastical superiors, and a few others, who have taken our books, have let them lie unused in the manuscript chest owing to their indolence. But with most managers, monastic as well as lay, there is a great demand for Gray's Burmese and Pali Grammatical Primers, the new Third and Fourth Standard Burmese Readers, and Stilson's Arithmetic. Lonsdale's school management and the map of the world in Burmese characters are also appreciated. We have had no difficulty in getting managers to keep the admission and attendance registers and the visitors' books that have been introduced into native schools; and it may be said that all pupils in the schools that have reached the 2nd standard are now provided with a Burmese reader and grammar, an arithmetic, exercise-books, and a slate. Printed books are rapidly superseding the use of manuscripts.

133. A school text-book library was opened during the year containing 200 books. Managers are thus able, prior to supplying their schools, to see copies of the various texts prescribed or recommended for use as well as a varied assortment of school appliances. The formation of the library has been brought to the notice of publishers at home, many of whom have sent for deposit sample copies of their scholastic publications. Two school libraries were started on a small scale.

134. In the large schools, and particularly where there are boarders, managers should obtain a supply of books and stationery at wholesale prices and retail them as cheaply as they can to their pupils. At present all text-books have to be ordered from Rangoon, and in some cases from Calcutta. On the formation of a new class, considerable delay occurs before all the pupils are properly supplied with books, as parents are occasionally somewhat slothful in expending money on this account and ordering a supply; and at no time is there any uniformity in respect of the copy-books and other exercise-books in use in the class.

135. Some attempt will shortly be made to introduce English readers dealing with events and scenes connected with the East rather than with the West. The young oriental student has little personal interest in extracts describing the seasons in England or the petty episodes of home country-life, and words such as 'Parlour,' 'Robin Redbreast,' 'Village green,' and 'Christmas waits' not only confound him, but are not of much practical use to him.

SECTION XI.

RECOMMENDATIONS OF THE EDUCATION COMMISSION.

136. These have as usual been followed.

CONCLUSION.

137. It is satisfactory to note that, by the removal of the offices of the Inspector and the two Deputy Inspectors in Mandalay from the dilapidated Old Residency to the Deputy Commissioner's Court-house, it has been possible to transact work with greater convenience and despatch.

138. Much assistance has been rendered to Educational officers by the District and Subdivisional authorities, whose interest in and co-operation with the work of the Department was last year very noticeable. All have given cordial support, but we are under special obligations to Mr. K. G. Burne, Mr. B. K. S. McDermott, Mr. R. C. Stevenson, Major G. S. Eyre, and Mr. E. C. S. George, who have visited schools and done much to enlist the sympathies of monastic managers with the aims of the Department.

139. The report may seem too minute and full, but I find it difficult to compress. I have had to leave out a great deal from Mr. Wells's report that is very interesting and instructive. The British administration of Upper Burma is of recent origin, and as instruction here is not only in an elementary stage, but has many novel points about it, it is desirable, I think, that the work of the department should be reported on as fully as possible for the information and guidance of both Educational and Executive officers.

It forms a ready means of information to them and is a great help to them in supervising and encouraging education and in carrying out the policy of the Government.

The mere list of schools furnished each year is of little use to them.

I would further point out that it is very useful to school-managers as it shows them the lines they are required to work upon. It forms a useful annual supplement to the 'Code.'

JOHN VANSOMEREN POPE, M.A.,

Director of Public Instruction, Burma.

LOWER BURMA APPENDICES.

GENERAL TABLE I.—*Abstract Return of Colleges, Schools, and Scholars in Lower Burma for the year 1891-92.*

(For details, see General Table III.)

Area and population				Public institutions							Private institutions				
				University education		School education, general		School education, special							
Total area in square miles	Number of towns and villages	Population		Arts colleges	Professional colleges	Secondary schools	Primary schools	Training schools	All other special schools	Total of public institutions	Advanced	Elementary	Grand total	Percentage of	Remarks
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
87,957	Towns ... 36 Villages . 17,752 Total ... 17,788	Males . 2,462,296 Females 2,196,331 Total .. 4,658,627	Institutions ... For males .	1	...	68	2,625	2	13	2,709	...	3,349	6,058	Institutions to number of towns and villages ... 34 56	
			Institutions ... For females	...	.	20	50	2	1	73	...	17	90		
			Total .	1	.	88	2,675	4	14	2,782	.	3,366	6,148	34 56	
			Scholars Males .	42	...	8,460	67,219	63	349	76,133	...	40,350	116,483	Male scholars to male population of school-going age . 31 54	
			Scholars Females ..	2	..	1,813	12,387	21	23	14,246		1,959	16,205	Female scholars to female population of school-going age .. 4·92	
			Total .	44		10,273	79,606	84	372	90,379	.	42,309	1,32,688		

GENERAL TABLE II.—*Abstract Return of Expenditure on Public Instruction in Lower Burma for the year 1891-92.*

(For details, see General Table IV.)

	Total direct expenditure on public instruction.							Total indirect expenditure on public instruction.								Total expenditure on public instruction.	Remarks.
	University education.		*School education, general.*		*School education, special.*												
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For males	42,781	...	3,36,181	1,80,779	19,516	27,326	6,06,583	...	25,979	78,397	20,910	79,818	7,880	69,678	2,82,662	9,87,567	
For females	...	...	87,042	6,514	4,144	622	98,322										
Total ...	42,781	...	4,23,223	1,87,293	23,660	27,948	7,04,905	...	25,979	78,397	20,910	79,818	7,880	69,678	2,82,662	9,87,567	
2. (*a*)—Percentages of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction ...	13·31	...	21·41	1·62	7·60	4·21	48·35	...	8·58	11·54	4·69	10·41	0·25	16·18	51·65	100	
(*b*)—Percentages of local fund expenditure included in columns 2—17 to total local fund expenditure on public instruction ..	...	...	1·11	73·94	...	...	75·05	...	...	23·53	0·98	0·34	0·11	...	24·95	100	
(*c*)—Percentages of Municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction ...	...	...	48·19	29·06	...	...	77·25	...	...	5·20	2·51	7·74	0·29	7·01	22·75	100	
(*d*)—Percentages on total expenditure in columns 2—17 to total expenditure on public instruction	4·33	...	42·85	18·96	2·40	2·83	71·37	...	2·63	7·94	2·12	8·08	0·80	7·06	28·63	100	
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Government institutions. Cost to provincial revenues ...	895 5 8	...	26 13 4	31 10 0	281 1 2	34 6 7	70 6 8										
Cost to local and municipal funds.	...	...	...	...	...	...	...										
Total cost ...	950 11 0	...	60 9 8	31 10 0	281 10 8	48 10 1	96 9 4										
Local fund schools. Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to local funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Municipal schools. Cost to provincial revenues ...	...	...	5 15 2	...	...	...	5 10 8										
Cost to municipal funds ...	...	...	34 14 0	31 1 3	...	...	34 11 1										
Total cost ..	...	...	57 2 8	44 3 10	...	...	56 8 10										
Institutions in Native States. Cost to Native States revenues ...	...	...	...	...	...	...	...										
Cost to local and municipal funds	...	...	...	...	...	...	...										
Total cost .	..	...	...	...	...	...	...										
Aided institutions. Cost to provincial revenues ..	...	...	3 11 10	0 0 9	...	33 9 2	0 10 3										
Cost to local and municipal funds	...	...	4 4 9	3 12 8	...	...	3 13 10										
Total cost ...	...	...	33 6 8	4 3 11	...	210 3 8	8 13 7										
Unaided institutions Total cost ..	...	...	...	...	...	...	...										
All institutions. Cost to provincial revenues ...	895 5 8	...	6 3 5	0 1 0	281 1 1	34 4 5	1 9 11										
Cost to local and municipal funds	...	...	10 0 4	2 0 11	...	...	2 15 6										
Total cost ...	950 11 0	...	40 8 10	2 5 8	281 10 8	75 2 1	7 12 8										

Percentage of provincial expenditure included in column 17 to total expenditure on public instruction ... 30·66
Percentage of local fund expenditure included in column 17 to total expenditure on public instruction. 13·92
Percentage of municipal expenditure included in column 17 to total expenditure on public instruction. 21·06
Percentage of expenditure from fees included in column 17 to total expenditure on public instruction. 17·15
Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction ... ... 16·61
Total ... 100

GENERAL TABLE. III.—*Return of Colleges, Schools and*

Class of Institution.	PUBLIC INSTITUTIONS.											
	UNDER PUBLIC MANAGEMENT.											
	Managed by Government.				*Managed by Local Funds and Municipal Boards.*				*Maintained by Native States.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arts Colleges.												
UNIVERSITY EDUCATION — English	1	44	45	42	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION — Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.												
UNIVERSITY EDUCATION — Law	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION — Medicine	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION — Engineering	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION — Teaching	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION — Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	44	45	42	...	...	...		...	...	...	...
Secondary Schools.												
SCHOOL EDUCATION, GENERAL — For boys — High schools	2	907	918	742	3	652	649	540	...	...	...	...
SCHOOL EDUCATION, GENERAL — For boys — Middle do. — English	...	...	...	...	14	1,125	1,329	946	...	...	...	...
SCHOOL EDUCATION, GENERAL — For boys — Middle do. — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL — For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL — For girls — Middle do. — English	...	...	...	...	1	120	106	84	...	...	...	...
SCHOOL EDUCATION, GENERAL — For girls — Middle do. — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total	2	907	918	742	18	1,897	2,084	1,570	...	...	...	...
Primary Schools.												
SCHOOL EDUCATION, GENERAL — For boys	2	91	93	72	3	100	104	88	...	...	...	...
SCHOOL EDUCATION, GENERAL — For girls	...	...	...	...			...	...	...	...	...	...
Total	2	91	93	72	3	100	104	88	...	...	...	...
Schools for Special Instruction.												
SCHOOL EDUCATION, SPECIAL — Training schools for masters	2	63	57	47	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL — Training schools for mistresses	2	21	27	24	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL — Schools of art	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL — Law schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL — Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL — Engineering and Surveying schools	12	295	311	251	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL — Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL — Other schools	...	...	...	...	...	...	...	...	...	...	...	...
Total	16	979	395	322		...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	21	1,421	1,451	1,178	21	1,997	2,188	1,658	...	...	...	...

PRIVATE INSTITUTIONS ...
1. Advanced teaching—
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... ...
   (c) Any other Oriental classic ... ...
2. Elementary, teaching a vernacular only or mainly ... ...
3. Elementary, teaching the Koran ... ...
4. Other schools not conforming to departmental standard ... ...

Scholars in Lower Burma for the year 1891-92.

Under private management.								Grand total of public institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning.			Classification of scholars on the 31st March according to race or creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
Aided by Government, or by Local Funds or Municipal Boards.				*Unaided.*																
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.			
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
...	...	...	...	...	...	...	...	1	44	44	35	...	11	...	1	...	32	2	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	44	44	35	...	11	...	1	...	32	2	...	
6	1,830	1,818	1,528	...	...	...	...	11	3,398	3,398	85	3,221	503	433	84	197	2,091	67	...	
21	2,501	2,603	2,157	...	...	...	...	35	3,029	3,028	...	2,889	133	952	489	271	1,784	291	...	
22	1,579	1,579	1,579	...	...	...	...	22	1,579	441	463	1,442	...	645	4	31	899	281	...	
4	547	466	438	...	...	...	...	4	547	547	...	375	518	15	...	...	14	...	91	
8	450	452	399	...	...	...	...	9	570	570	...	509	273	43	1	3	250	...	199	
7	550	517	503	...	...	...	...	7	550	...	37	550	1	327	3	41	178	...	203	
66	7,409	7,435	6,604	...	...	...	...	88	10,273	8,570	605	8,986	1,518	2,415	581	543	5,216	630	493	
1,029	40,576	40,488	40,315	1,591	36,776	36,776	36,776	2,625	77,543	3,204	28,631	75,775	60	9,112	138	875	67,358	11,385	...	
39	1,849	1,849	1,849	11	214	214	214	50	2,063	21	499	1,997	29	238	25	57	1,714	...	1,061	
1,068	42,425	42,337	42,164	1,602	36,990	36,990	36,990	2,675	79,606	3,225	29,130	77,772	89	9,350	163	932	69,072	11,385	1,061	
...	...	...	...	...	...	...	...	2	63	13	...	50	...	7	...	17	39	...	...	
...	...	...	...	...	...	...	...	2	21	...	...	21	...	19	...	...	2	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	12	295	32	...	263	32	3	...	4	256	...	...	
1	18	29	16	...	...	...	...	1	18	8	...	8	1	4	...	...	13	...	...	
1	59	32	30	...	...	...	...	1	59	59	...	...	59	...	...	...	...	...	23	
2	77	61	46	...	...	...	...	18	456	112	...	342	92	33	...	21	310	...	23	
1,138	49,971	49,833	48,814	1,602	36,990	36,990	36,990	2,782	90,379	8,960	29,770	87,100	1,710	11,798	745	1,496	74,630	12,026	1,577	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	For boys	3,132	39,215	5	17,561	34,916	...	...	...	14	39,201	1,402	...	
							„ girls	17	283	...	78	283	...	...	...	...	283	...	105	
...	...	...	...	...	...	...	For boys	217	2,811	...	2,269	537	...	...	31	2,662	118	379	...	
							„ girls	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	For boys	...	...	...	...	...	...	...	...	...	...	...	...	
							„ girls	...	...	...	...	...	...	...	...	...	...	...	...	
							Total ...	3,366	42,309	5	19,908	35,736	...	...	31	2,676	39,602	1,781	105	
							Grand Total ...	6,148	132,688	8,965	49,678	122,836	1,710	11,798	776	4,172	114,232	13,807	1,682	

GENERAL TABLE IV.—*Return of Expenditure*

PUBLIC INSTI

Objects of expenditure.	Under public management. Managed by Government. Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Managed by Local Funds and Municipal Boards. Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Maintained by Native State revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. *Arts Colleges.*																		
English	40,291	...	...	2,490	...	...	42,781	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																		
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	40,291	...	...	2,490	...	...	42,781	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*																		
For boys. High schools	24,632	...	...	31,004	...	...	55,636	...	...	28,070	14,617	...	...	42,693	...	...	...	...
For boys. Middle schools English ...	...	...	...	...	...	...	...	12,397	...	41,095	18,107	...	...	71,529	...	...	...	...
For boys. Middle schools Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls. High schools	...	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	...	...
For girls. Middle schools English ...	...	...	...	...	...	...	...	...	...	3,508	1,340	...	...	4,848	...	...	...	...
For girls. Middle schools Vernacular ...	...	...	...	...	...	...	.	...	...	...	...	...	...	...	...	...	...	...
Total ...	24,632	...	..	31,004	...	...	55,636	12,397	...	72,679	34,064	...	...	1,19,140	...	...	...	...
Primary Schools.																		
For boys	2,941	...	...	...	...	...	2,941	...	...	3,232	1,369	...	...	4,601	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	..	...	...	..	...	...	...	...
Total ...	2,941	...	...	...	...	...	2,941	...	...	3,232	1,369	..	..	4,601	...	...	...	...
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.*																		
Training schools for masters ...	19,516	...	...	...	...	...	19,516	...	...	...	...	...	..	...	...	...	..	...
Training schools for mistresses ...	4,094	...	...	50	...	...	4,144	...	...	...	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	10,702	...	...	4,422	...	...	15,124	...	...	...	...	...	...	...	...	..	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	34,312	...	...	4,472	...	...	38,784	...	...	...	.	...	.		..	...	...	...
Buildings	9,008	...	...	...	...	...	9,008	...	467	13,047	...	...	...	13,514	...	...	...	..
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	.	...	606	...	...	...	606	...	...	...	...
Total ...	9,008	...	...	...	...	...	9,008	..	467	13,653	...	...	...	14,120	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	..	...	...	...	...	...	...	..	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN. Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special schools other than training schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,11,184	...	...	37,966	...	...	1,49,150	12,397	467	89,564	35,433	...	...	1,37,861	...	...	...	...

on Public Instruction in Lower Burma for the year 1891-92.

TUTIONS.																				
			UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM					
Native States.			*Aided by Government or by Local Funds or Municipal Boards.*							*Unaided.*									
Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	..	40,291	...	...	2,490	...	42,781
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	40,291	...	...	2,490	...	42,781
...	...	...	8,667	...	10,171	29,628	6,457	19,816	74,739	...	...	...	...	33,299	...	38,247	75,249	26,273	1,73,068
...	...	...	4,452	...	10,234	30,974	16,065	24,975	86,700	...	...	...	...	16,849	...	51,320	49,081	41,040	1,58,290
...	...	...	496	1,472	2,846	...	...	...	4,814	...	...	...	...	496	1,472	2,846	...	...	4,814
...	...	...	6,952	...	3,675	17,538	874	5,640	34,679	...	...	...	...	6,952	...	3,675	17,538	6,514	34,679
...	...	...	4,184	...	1,279	8,006	2,253	19,120	34,842	...	...	...	...	4,184	...	4,787	9,346	21,373	39,690
...	...	...	3,058	56	2,202	882	...	6,475	12,673	...	...	...	...	3,058	56	2,202	882	6,475	12,673
...	...	...	27,800	1,528	30,407	87,028	25,649	76,026	2,18,447	...	...	...	...	64,838	1,528	1,03,086	1,52,096	1,01,675	4,23,223
...	...	...	1,012	1,00,470	56,445	8,345	1,223	5,742	1,73,237	...	...	...	...	3,953	1,00,470	59,677	9,714	6,965	1,80,779
...	...	...	971	1,162	2,482	...	...	1,899	6,514	...	...	...	...	971	1,162	2,482	...	1,899	6,514
...	...	...	1,983	1,01,632	58,927	8,345	1,223	7,641	1,70,751	...	...	...	...	4,924	1,01,632	62,159	9,714	8,864	1,87,293
...	...	...	...	...	...	...	...	...	...	...	...	...	...	19,516	...	...	...	...	19,516
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,094	...	...	50	...	4,144
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	.	10,702	...	...	4,422	...	15,124
...	...	...	2,048	...	...	...	...	10,154	12,202	...	...	...	...	2,048	...	...	...	10,154	12,202
...	...	...	...	...	...	580	42	...	622	...	...	...	...	...	...	...	580	42	622
...	...	...	2,048	...	...	580	42	10,154	12,824	...	...	...	...	36,360	...	...	5,052	10,196	51,608
...	...	...	22,500	...	3,501	...	...	31,295	57,296	...	...	...	...	31,508	467	16,548	...	31,295	79,818
...	...	...	758	150	...	...	...	6,366	7,274	...	...	...	...	758	150	606	...	6,366	7,880
...	...	...	23,258	150	3,501	...	...	37,661	64,570	...	...	...	...	32,266	617	17,154	...	37,661	87,698
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	25,979	...	...	...	...	25,979
...	...	...	...	...	...	...	...	...	...	..	...	...	...	34,945	32,323	11,129	...	...	78,397
...	...	...	...	...	...	...	...	...	...	...	...	...	..	4,432	...	...	...	...	4,432
...	...	...	...	...	...	...	...	...	...	...	...	...	...	540	...	...	...	...	540
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,656	...	5,372	...	...	10,028
...	...	...	...	...	...	...	...	...	...	...	...	...	...	48	1,348	...	...	..	1,396
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,514	...	...	...	...	4,514
...	...	...	...	...	...	...	...	...	...	...	...	...	...	48,999	...	15,009	...	5,670	69,678
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,24,113	33,671	31,510	...	5,670	1,94,964
...	...	...	55,098	1,03,310	92,835	95,953	26,914	1,31,482	5,05,592	...	...	...	...	3,02,792	1,37,448	2,13,900	1,69,352	1,64,066	9,87,567

GENERAL TABLE V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in Lower Burma for the year 1891-92.*

Class of school.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage. 2			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage. 3			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage. Reading printed books. 4			Not reading printed books. 5			Total.		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																							
For boys	Government	English	2	907	78	...	78	366	...	366	291	...	291	172	...	172	...	...	...	907	...	907
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	English	17	1,777	49	...	49	499	...	499	576	1	577	650	2	652	...	...	...	1,774	3	1,777
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	English	27	4,343	74	...	74	936	48	984	1,396	114	1,510	1,582	193	1,775	...	...	...	3,988	355	4,343
		Vernacular	22	1,579	...	...	...	149	18	167	336	55	391	813	208	1,021	...	...	...	1,298	281	1,579
	Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total		68	8,606	201	...	201	1,950	66	2,016	2,599	170	2,769	3,217	403	3,620	...	...	...	7,967	639	8,606
For girls	Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	English	1	120	...	...	...	...	...	...	6	17	23	26	71	97	...	...	...	32	88	120
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	English	12	997	...	18	18	13	190	203	50	199	249	195	332	527	...	...	...	258	739	997
		Vernacular	7	550	...	...	...	10	101	111	49	71	120	144	175	319	...	...	...	203	347	550
	Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total		20	1,667	...	18	18	23	291	314	105	287	392	365	578	943	...	...	.	493	1,174	1,667
Total, Secondary Schools			88	10,273	201	18	219	1,973	357	2,330	2,704	457	3,161	3,582	981	4,563	...	...	...	8,460	1,813	10,273

Primary Schools—																						
For boys ...	Government	2	91	...	...	...	...	...	...	10	...	10	81	..	81	...	...	...	91	...	91
	Local Fund	..	...	...	...	...	.	...	..	...	...	...	.	...	...	...	...	...	...	...	...
	Municipal	3	100	...	...	...	...	..	...	43	...	43	56	1	57	...	...	...	99	1	100
	Native States	.	...	...	...	...		...	...	...	...	..	..	...	...	...	...	...	...	...	...
	Aided	1,029	40,576	...	...	...	207	11	218	2,535	478	3,013	28,282	9,063	37,345	...	...	...	31,024	9,552	405
	Unaided	1,591	36,776	...	...	...	...	...	...	11	1	12	34,933	1,831	36,764	...	...	...	34,944	1,832	36,776
	Total ...	2,625	77,543	...	...	...	207	11	218	2,599	479	3,078	63,352	10,895	74,247	.	..	...	66,158	11,385	77,543
For girls ...	Government	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	..	...	...	...	...
	Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	39	1,849	...	...	...	8	2	10	98	57	155	824	860	1,684	...	...	...	930	919	1,849
	Unaided	11	214	...	...	...	...	...	...	...	2	2	131	81	212	...	...	...	131	83	214
	Total ...	50	2,063	...	...	...	8	2	10	98	59	157	955	941	1,896	...	...	...	1,061	1,002	2,063
Total, Primary Schools ...		2,675	79,606	...	...	...	215	13	228	2,697	538	3,235	64,307	11,836	76,143	...	...	...	67,219	12,387	79,606
GRAND TOTAL ...		2,763	89,879	201	18	219	2,188	370	2,558	5,401	995	6,396	67,889	12,817	80,706	...	...	...	75,679	14,200	89,879

GENERAL TABLE VI.—*Return showing the Results of Prescribed Examinations in Lower Burma for the year 1891-92.*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed					Race or creed of passed scholars					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARTS COLLEGES—																				
1. Master of Arts	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Arts	1	...	...	1	4	...	...	...	4	4	...	...	...	4	...	...	...	...	4	
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First B A	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
First B Sc	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
First Arts	1	...	...	1	14	...	...	...	14	11	...	...	...	11	1	...	1	...	9	
Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
ORIENTAL COLLEGES—																				
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Master of Law	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

3. Bachelor of Law		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine—																					
1. M. D.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. M. B.		...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. L. M. S.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. First M B.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. First L. M. S.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering—																					
1 M. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2 B. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching—																					
1. Licentiate in Teaching		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for General Education—																					
Matriculation...	Boys ...	4	2	..	6	61	18	...	4	83	21	5	...	4	30	7	...	3	...	20	
	Girls ...	...	2	...	2	...	12	...	1	13	.	...	...	1	1	1	...	...	...	...	
Middle School examination ...	Boys ...	17	19	16	52	240	234	50	110	634	140	123	12	25	309	*33	18	8	14	227	
	Girls ...	2	14	5	21	12	75	7	10	104	11	32	...	4	47	32	15	...	...	...	
Upper Primary examination ..	Boys ...	26	413	...	439	784	3,572	...	...	4,356	673	2,564	...	...	3,227	118	518	85	127	2,379	
	Girls ...	1	42	...	43	10	754	...	...	764	8	496	...	...	504	116	165	3	6	214	
Lower Primary examination ...	Boys ...	26	1,080	...	1,106	648	16,111	..	...	16,959	747	9,642	...	...	10,389	137	1,120	153	280	8,699	
	Girls ...	1	54	...	55	48	4,960	...	...	5,008	31	2,857	...	...	2,888	110	528	21	22	2,207	
Public Service Certificate examination.	English ...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Schools of General Instruction—																					
1. Training School examination for masters.	Upper ...	...	...	2	2	...	..	2	11	13	...	...	1	7	8	...	4	...	1	3	
	Lower ...	2	1	3	6	5	1	5	4	15	5	1	2	2	10	...	1	...	1	8	
2. Training School examination for mistresses.	Upper ...	...	2	...	2	...	1	...	2	3	...	1	...	2	3	2	...	...	...	1	
	Lower ...	2	...	.	2	13	...	...	1	14	11	...	...	1	12	...	12	...	...	...	
3. School of Arts examination		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.	
4. Medical examination		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Examination in Engineering and Surveying		25	...	29	54	486	...	96	193	769	227	...	32	55	314	3	7	...	5	299	
6. Industrial School examination ...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
7. Veterinary examination		...	...	...	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	...	

* The difference of 20 between the figures shown here and that given in paragraph 65 of the report is due to the remaining passes having been gained by private European students

GENERAL TABLE VII.—*Return showing the Distribution of Local Fund and Municipal*

Objects of expenditure.	Expenditure of Local Fund Boards on public instruction.															
	In institutions managed by Local Fund Boards.											*In institutions managed by*			Total local fund expenditure on public institutions.	Number of institutions.
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
					Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Arts Colleges.																
UNIVERSITY EDUCATION. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																
SCHOOL EDUCATION, GENERAL. For boys: High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
For boys: Middle schools: English ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14
For boys: Middle schools: Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,472	1,472	...
For girls: High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls: Middle schools: English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
For girls: Middle schools: Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	56	56	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,528	1,528	18
Primary Schools.																
For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	1,00,470	1,00,470	3
For girls	...	...		...	...	...	...	...	...	...	...	...	...	1,162	1,162	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,01,632	1,01,632	3
Schools for Special Instruction.																
SCHOOL EDUCATION, SPECIAL. Training schools for masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training schools for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	467	...	467	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	150	...	150	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	617	...	617	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	32,823	...
Scholarships held in— Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,848	...
Special schools other than training schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33,671	...
GRAND TOTAL ...	...	...	...	...	...	...	...	...	...	...	...	...	617	1,09,160	1,37,448	21

Expenditure on Public Instruction in Lower Burma for the year 1891-92.

Expenditure of Municipal Boards on public instruction.															
In institutions managed by Municipal Boards.										*In institutions managed by*					
Number of scholars on the rolls on the 31st March	Average number on the rolls monthly during the year	Average daily attendance	Provincial grants.	Municipal rates.	Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or associations.	Total municipal expenditure on public instruction.	Total expenditure of Local Fund and Municipal Boards on public instruction.	Remarks.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
			Rs	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs	Rs.	Rs	Rs	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	..	...	..	...	..	...	..	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	..	...	...	...	...	...	...	...	.	...	...	.	
..	..	...	...	...	...	...	...	...	...	...	..	...	...	.	
...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	
652	649	540	...	26,076	...	14,617	...	..	42,693	...	...	10,171	38,247	38,247	
1,125	1,329	946	12,397	41,095	...	18,107	...	...	71,599	...	...	10,234	51,329	51,329	
	..	...	...	...	..	...	...	...	...	...	..	2,846	2,846	4,318	
...	...	...	...	...	...	...	.	...	...	...	...	3,675	3,675	3,675	
120	106	84	...	3,508	.	1,340	...	...	4,848	...	...	1,279	4,787	4,787	
...	..	...	...	...	...	...	...	...	...	...	..	2,202	2,202	2,258	
1,897	2,084	1,570	12,397	72,679	..	34,064		...	1,19,140	..	...	30,407	1,03,086	1,04,614	
100	104	88	...	3,232	...	1,369	...	...	4,601	...	...	56,445	59,677	1,60,147	
...		.	...	...	..	...	...	..			.	2,482	2,482	3,644	
100	104	88	...	3,232	...	1,369	...	...	4,601	..	..	58,927	62,159	1,63,791	
..	.	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	...	...	..	...	...	...	...	...	..	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
..	..	...	.	...	...	...	...		...	...	...	...	...	...	
..	...	..	...	...	...	...	...	...	...	...	...	...	...	..	
...	.	...	..	...	.	...	...	...	...	...	...	...	...	..	
...	.	...	...	...	...	.	..	..	...	...	...	...	...	...	
		...	...	...	...	..	...	...	...	...	..	...			
..	.	...	...	13,047	...	...	...	..	13,047	...		3,501	16,548	17,015	
...	.	...	..	606	...	...		...	606	...	...	...	606	756	
.	.	.	...	13,653	..	...	...	..	13,653	..		3,501	17,154	17,771	
...	...	...	...	...	...	...	.	...	...	.	...		11,129	43,452	
..	...	...	...	...	...	...	...	...	...	...	...	...	.	.	
...	...	...	...	...	...	...	...	...	...	...	...	...	..	..	
..	..	...		...	..	...	...	...	...	...	..	...	5,372	5,372	
...	...	..	..	...	...	...	...	...	...	...	...	...		1,348	
..	.	...	...	...	..	...	...	...	.	...	...	...	..	..	
...	.		...	...	..	...	...	..		...	..	...	15,009	15,009	
.	..		.	.		...	.	.	...	...		.	31,510	65,181	
1,997	2,188	1,658	12,397	89,564	...	85,433	..	...	1,37,394	...	...	92,835	2,13,909	3,51,357	

Return showing the Classification of Pupils attending Public Institutions in Lower Burma on the 31st March 1892 according to religion.

Class of institution	Total of public institutions.	Number of scholars on 31st March 1892	Classification of scholars on 31st March according to religion.					Remarks.
			Christians.	Mahomedans.	Hindus.	Buddhists	Others	
1	2	3	4	5	6	7	8	9
University Education								
Arts Colleges.								
English	1	44	11	...	1	32	..	
Oriental	...	...	...	...	..	...		
Colleges or Departments of Colleges for Professional training								
Law	.	...	..	...	...	...	..	
Medical	..	..	..	...	..	...	...	
Engineering	...	..	..	...	...		...	
Total ..	1	44	11	.	1	32		
School Education, General								
Secondary Schools								
For boys: English	46	7,027	2,111	468	573	3,789	86	
For boys: Vernacular	22	1,579	645	31	4	899		
For girls: English	13	1,117	849	3	1	247	17	
For girls: Vernacular	7	550	328	41	3	178	..	
Total ...	88	10,273	3,933	548	581	5,113	103	
Primary Schools.								
For boys	2,625	77,543	9,172	875	138	67,334	24	
For girls	50	2,063	267	57	25	1,714	...	
Total	2,675	79,606	9,439	932	163	69,048	24	
School Education, Special.								
Schools for Special Instruction								
Training schools for masters	2	63	7	17	...	38	1	
Training schools for mistresses	2	21	19	..	...	2	...	
Schools of arts .. .	...	...	...	...	..	...	..	
Law schools	...	...	.	...	..	...	...	
Medical schools . .	..	...	...	...	...	...	...	
Engineering and Surveying schools	12	205	35	4	...	256		
Industrial schools ...	1	18	5	...	...	10	3	
Other schools	1	59	59	...	...	.	..	
Total	18	456	125	21		306	4	
Total of Colleges and Schools of Public Instruction.	2,782	90,379	13,508	1,496	745	74,499	131	

UPPER BURMA APPENDICES.

GENERAL TABLE I.—*Abstract Return of Colleges, Schools, and Scholars in Upper Burma for the year 1891-92.*

(For details see General Table No. III.)

Area and population.				Public institutions.							Private institutions.				
				University education.		*School education, general.*		*School education, special.*							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
83,473	Towns ... 24	Males ... 1,424,860	Institutions ... For males ...	...	...	11	3,321	...	5	3,337	...	2,416	5,753	Institutions to number of towns and villages ... 53·35	
			Institutions ... For females	...	...	2	62	...	...	64	...	42	106		
	Villages ... 10,957	Females ... 1,544,081	Total ...	...	...	13	3,383	...	5	3,401	...	2,458	5,859	.....	
	Total ... 10,981	Total ... 2,968,941													
			Scholars ... Males ...	...	...	631	47,896	...	116	48,643	...	9,876	58,519	Male scholars to male population of school-going age... ... 27·38	
			Scholars ... Females ...	...	...	95	4,325	...	...	4,420	...	401	4,821	Female scholars to female population of school-going age ... 2·08	
			Total ...	...	...	726	52,221	...	116	53,063	...	10,277	63,340	14·22	

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on Public Instruction in Upper Burma for the year 1891-92.*

(For details see General Table No. IV.)

Class of institution.	Total direct expenditure on public instruction.							Total indirect expenditure on public instruction									Remarks.
	University education.		School education, general.		School education, special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	Total expenditure on public instruction.	
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions for males	...	...	20,109	33,595	...	6,339	60,043	...	...	33,077	5,210	1,169	1,517	194	41,167	1,08,223	Percentage of provincial expenditure included in column 17 to total expenditure on public instruction ... 72·25
females	...	...	5,196	1,817	...	...	7,013										Percentage of local fund expenditure included in column 17 to total expenditure on public instruction ... Nil.
Total ...	...	...	25,305	35,412	...	6,339	67,056	...	...	33,077	5,210	1,169	1,517	194	41,167	1,08,223	Percentage of Municipal expenditure included in column 17 to total expenditure on public instruction ... 0·94
2. (a) Percentages of provincial expenditure included in columns 2 to 17 to total provincial expenditure on public instruction.	...	...	3·76	38·98	...	7·56	50·30	...	...	42·30	6·66	...	0·57	0·17	49·70	100	Percentage of expenditure from fees included in column 17 to total expenditure on public instruction ... 10·74
(b) Percentages of local fund expenditure included in columns 2 to 17 to total local fund expenditure on public instruction.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction... 16·07
(c) Percentage of Municipal expenditure included in columns 2 to 17 to total Municipal expenditure on public instruction.	...	...	70·59	...	...	...	70·59	...	...	...	...	...	29·41	...	29·41	100	Total ... 100·
(d) Percentages on total expenditure on columns 2 to 17 to total expenditure on public instruction.	...	...	23·38	32·72	...	5·86	61·96	...	...	30·56	4·82	1·08	1·40	0·18	38·04	100	
3. Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Government institutions. Cost to provincial revenues ...	...	...	...	...	...	57 14 11	57 14 11										
Cost to local and Municipal funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	62 2 4	62 2 4										
Local Fund schools. Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to local funds ...	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Municipal schools. Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to Municipal funds ...	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Institutions in Native States. Cost to Native States revenues ...	...	...	...	...	...	...	...										
Cost to local and Municipal funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Aided institutions. Cost to provincial revenues ...	...	...	3 14 8	2 5 3	...	...	2 6 7										
Cost to local and Municipal funds	...	...	0 15 5	...	...	...	0 0 10										
Total cost ...	...	...	33 12 7	2 11 3	...	...	4 6 1										
Unaided institutions ... Total cost ...	...	...	...	...	...	...	...										
All institutions. Cost to provincial revenues ...	...	...	3 14 8	0 9 4	...	57 14 11	0 1 0										
Cost to local and Municipal funds	...	...	0 15 5	...	...	...	0 0 3										
Total cost ...	...	...	33 12 7	0 10 10	...	62 2 4	1 4 3										

GENERAL TABLE III.—*Return of Colleges, Schools,*

Class of institution.	PUBLIC INSTITU											
	UNDER PUBLIC MANAGEMENT.											
	Managed by Government.				*Managed by Local Funds and Municipal Boards.*				*Maintained by Native States.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
	2	3	4	5	6	7	8	9	10	11	12	13
UNIVERSITY EDUCATION.												
Arts Colleges.												
English	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.												
Secondary Schools.												
For boys — High schools	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Middle schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools.												
For boys	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.												
Schools for Special Instruction.												
Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...
Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	..	..	...	...
Medical schools	...	...	...	...	...	...	..	...	...	...	...	...
Engineering and surveying schools	5	116	102	84	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	5	116	102	84	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	5	116	102	84	...	...	...	...	...	...	...	...

PRIVATE INSTITUTIONS
1. Advanced teaching—
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... ...
   (c) Any other oriental classic ... ...
2. Elementary, teaching a vernacular only or mainly ...
3. Elementary, teaching the Koran ... ...
4. Other schools not conforming to departmental standards ...

* *N.B.*—According to the general summary of attendances in section 1 of the report, special schools are shown as six with an attendance of 127 Middle English. The pupils shown as comprising the technical school really belonging to the Anglo-Vernacular Department of the S. P. G. School, Reading. They are, therefore, omitted from the head "Special schools" in this table.

and Scholars, in Upper Burma for the year 1891-92.

TIONS.																				
Under private management.										Number of scholars on the 31st March learning.			Classification of scholars on the 31st March according to race or creed.							
Aided by Government, or by Local Fund, or Municipal Boards.				*Unaided.*																
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
11	630	651	537	...	...	...	...	11	630	630	...	630	37	109	29	26	420	19	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	68	68	50	...	...	...	...	1	68	68	...	68	...	28	...	...	40	...	19	
1	28	30	20	...	...	...	...	1	28	28	...	28	...	10	...	...	18	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
13	726	749	613	...	...	...	...	13	726	726	...	726	37	147	29	26	487	19	20	
515	12,341	12,343	12,315	2,806	38,670	38,670	38,670	3,321	51,011	163	33,533	50,979	30	210	116	203	50,452	3,472	...	
29	763	763	763	33	447	447	447	62	1,210	8	609	1,210	8	37	...	21	1,144	...	357	
544	13,104	13,106	13,078	2,839	39,117	39,117	39,117	3,383	52,221	171	34,142	52,189	38	247	116	224	51,596	3,472	357	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	5*	116*	...	...	116	...	...	...	...	116	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	..	5	116	...	...	116	...	...	...	...	116	...	...	
557	13,830	13,855	13,691	2,839	39,117	39,117	39,117	3,401	53,063	897	34,142	53,031	75	394	145	250	52,199	3,491	377	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	For boys	2,354	9,007	...	6,275	9,007	...	...	...	...	9,007	71	...	
							For girls	42	148	...	132	148	...	...	...	...	148	...	9	
...	...	...	...	...	...	...	For boys	49	1,004	...	1,004	1,004	...	...	...	1,004	...	166	...	
							For girls	...	...	...	...	...	...	...	...		...	...	...	
...	...	...	...	...	...	...	For boys	13	118	...	...	118	...	...	95	...	23	5	...	
							For girls	...	...	...	...	...	...	...	...	...	...	...	...	
							Total ...	2,458	10,277	...	7,411	10,277	...	...	95	1,004	9,178	262	9	
							Grand Total ...	5,859	63,340	897	41,553	63,308	75	394	240	1,254	61,377	3,753	386	

pupils. The additional school and 11 pupils shown under this head in that table are already included in the statistics under secondary schools Shwebo, but learning certain industries in addition to their regular school subjects, the particulars given separately under the summary are mis-

GENERAL TABLE IV.—*Retnrn of Expenditure on Pablic*

Object of expenditure.	PUBLIC															
	UNDER PUBLIC															
	Managed by Government.							*Managed by Local Funds and Municipal Boards.*							*Maintained*	
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.																
UNIVERSITY EDUCATION. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																
SCHOOL EDUCATION, GENERAL. For boys: High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys: Middle schools: English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys: Middle schools: Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls: High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls: Middle schools: English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls: Middle schools: Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools.																
For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Special Instruction.																
SCHOOL EDUCATION, SPECIAL. Training schools for masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training schools for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools ...	5,909	...	...	430	...	...	6,339	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	5,909	...	...	430	...	...	6,339	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and Apparatus (special grants only).	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN: Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special schools other than training schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	5,909	...	...	430	...	...	6,339	...	...	...	...	...	...	...	...	...

N.B.—All expenditure shown in the column

Instruction in Upper Burma for the year 1891-92.

INSTITUTIONS.																					
MANAGEMENT.					UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM					
by Native States.					Aided by Government, or by Local Funds or Municipal Boards.							Unaided.									
Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	2,249	...	720	6,146	...	10,994	20,109	...	...	...	...	2,249	...	720	6,146	10,994	20,109
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	612	...	...	2,600	...	...	3,212	...	...	...	...	612	...	...	2,600	...	3,212
...	...	...	...	...	74	...	...	85	...	1,825	1,984	...	...	...	...	74	...	...	85	1,825	1,984
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	2,935	...	720	8,831	...	12,819	25,305	...	...	...	...	2,935	...	720	8,831	12,819	25,305
...	...	...	...	...	29,225	...	...	1,800	...	2,570	33,595	...	...	...	...	29,225	...	...	1,800	2,570	33,595
...	...	...	...	...	1,256	...	...	561	...	...	1,817	...	...	...	...	1,256	...	...	561		1,817
...	...	...	...	...	30,481	...	...	2,361	...	2,570	35,412	...	...	...	...	30,481	...	...	2,361	2,570	35,412
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,909	...	...	430	...	6,339
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,909	...	...	430	...	6,339
...	...	...	...	...	...	...	...	...	...	1,169	1,169	...	...	...	...	...	...	...	...	1,169	1,169
...	...	...	...	...	444	...	300	...	...	773	1,517	...	...	...	...	444	...	300	...	773	1,517
...	...	...	...	...	444	...	300	...	...	1,942	2,686	...	...	...	...	444	...	300	...	1,942	2,686
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33,077	...	...	...	...	33,077
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,210	...	...	...	.	5,210
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	194	...	...	...	60	194
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	38,421	...	...	...	60	38,481
...	...	...	...	...	33,860	...	1,020	11,192	...	17,381	63,403	...	...	...	...	78,190	...	1,020	11,622	17,301	1,08,223

"Provincial revenues" is Imperial.

GENERAL TABLE NO. V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in Upper Burma for the year 1891-92.*

Class of school.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage. 2			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage. 3			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage. Reading printed books. 4			Not reading printed books. 5			TOTAL.		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total	Boys.	Girls.	Total	Boys.	Girls.	Total.
Secondary Schools—																						
For boys	Government	English ...	...	.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	English ...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	English ...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	English ...	...	11	630	...	..	...	80	1	81	181	11	192	350	7	357	...	...	...	611	19	630
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
	Unaided	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	..	...	..	.	...	...	...	...	..	...	...	...	...	...	...	...	...	...
		Total ...		11	630	...	...	...	80	1	81	181	11	192	350	7	357	...	...	...	611	19	630
	Government	English ...	...	...	...	...	...	..	...	...	...	...	..	.	...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	.	...	...	...	...	...	...	...	...	...	...	..	...	...	...
	Local fund	English ...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

For girls	Native States	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	English ...	...	2	96	...	3	3	1	13	14	3	15	18	16	45	61	...	...	...	20	76	96
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	2	96	...	3	3	1	13	14	3	15	18	16	45	61	...	...	...	20	76	96
	Total Secondary Schools		...	13	726	...	3	3	81	14	95	184	26	210	366	52	418	...	...	...	631	95	726
Primary Schools—																							
For boys	Government		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local funds		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided		...	515	12,341	...	...	...	...	...	...	323	47	370	9,770	2,210	11,971	...	...	...	10,093	2,248	12,341
	Unaided		...	2,806	38,670	...	...	...	...	...	...	...	...	...	37,446	1,224	38,670	...	...	...	37,446	1,224	38,670
		Total	...	3,321	51,011	...	...	...	...	...	...	323	47	370	47,216	3,425	50,641	...	...	...	47,539	3,472	51,011
For girls	Government		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided		...	29	763	...	...	...	...	...	...	5	4	9	239	515	754	...	...	...	244	519	763
	Unaided		...	33	447	...	...	...	...	...	...	...	...	...	113	334	447	...	...	...	113	334	447
		Total	...	62	1,210	...	...	...	...	...	...	5	4	9	352	849	1,201	...	...	...	357	853	1,210
	Total Primary Schools		...	3,383	52,221	...	...	...	...	...	...	328	51	379	47,568	4,274	51,842	...	...	...	47,896	4,325	52,221
	GRAND TOTAL		...	3,396	52,947	...	3	3	81	14	95	512	77	589	47,934	4,326	52,260	...	...	...	48,527	4,420	52,947

GENERAL TABLE NO. VI.—*Return showing the Results of Prescribed Examinations in Upper Burma for the year 1891-92.*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARTS COLLEGES—																				
1. Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First B A	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First B. Sc	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
ORIENTAL COLLEGES—																				
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Master of Law	...	...	...	...	...	...	...	..	..	...	...	...	...	...	...	...	...	...	...	

3. Bachelor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine—																					
1. M D	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Medcine and Surgery	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. First L M. S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering—																					
1. M. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L. C.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching—																					
1. Licentiate in Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for General Education—																					
Matriculation	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle School examinatiton	Boys	...	4	.	4	...	21	...	10	31	...	11	...	7	18	4	...	...	...	14	
	Girls	...	1	...	1	...	6	...	1	7	...	2	...	...	2	2	...	...	...	.	
Upper Primary examination	Boys	...	13	27	40	...	143	326	...	469	...	97	225	...	322	3	7	...	29	283	
	Girls	...	3	2	5	...	25	43	...	68	...	22	39	...	61	13	5	...	2	41	
Lower Primary examination	Boys	...	19	455	474	...	264	4,223	...	4,487	...	195	1,458	...	1,653	9	25	6	57	1,556	
	Girls	...	3	28	31	...	36	995	...	1,031	...	32	427	...	459	13	15	...	28	403	
Public Service Certificate examination.	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Schools for General Instruction—																					
1 Training School examination for masters.	Upper	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Lower	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Training School xamination for mistresses.	Upper	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Lower	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3 Schoo of Arts examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4 Medical examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Examination in Engineering and Surveying		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
6. Industrial School examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
7. Veterinary examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

GENERAL TABLE VII.—*Return showing the Distribution of Local Fund and Muni*

Object of expenditure.	Expenditure of Local Fund Boards on public instruction.															
	In institutions managed by Local Fund Boards.											*In institutions managed by*			Total Local fund expenditure on public institutions.	Number of institution.
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arts Colleges.																
UNIVERSITY EDUCATION. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
Engineering	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																
SCHOOL, EDUCATION, GENERAL. For boys: High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys: Middle schools: English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys: Middle schools: Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls: High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls: Middle schools: English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls: Middle schools: Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	..
Total ...	...	...	..	...	...	...	...	...	...	.	...	...	...	...		.
Primary Schools.																
For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
Total ...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Special Instruction.																
SCHOOL, EDUCATION, SPECIAL. Training schools for masters ...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
Training schools for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	..	...	..	...	...	...	...	...	...	...	...	...
Engineering and surveying schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial schools...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	..	...		..	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only).	...	...	...	...	...	...	...	...	...	...	...	...	..	...	..	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	.	..	...	...	...	...	...	...	...	...	...
Scholarships held in: Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in: Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in: Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in: Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in: Special schools other than training schools.	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

cipal Expenditure on Public Instruction in Upper Burma for the year 1891-92.

Expenditure of Municipal Boards on public instruction.															
In institutions managed by Municipal Boards.										*In institutions managed by*					
Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local funds.	Fees.	Subscriptions.	Endowments and other sources	Total.	The Government.	Local fund boards.	Private persons or associations.	Total municipal expenditure on public instruction.	Total expenditure of Local fund and Municipal Boards on public instruction.	Remarks.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
			Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	
...	...	...	...	...	..		...	...	...	...	..	...	...	...	
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Return showing the Classification of Pupils attending Public Institutions in Upper Burma on the 31st March 1892 according to religion.

Class of Institution	Total of public institutions.	Number of scholars on the 31st March 1892.	Classification of scholars on 31st March according to religion.					Remarks
			Christians.	Mahomedans.	Hindus.	Buddhists.	Others.	
1	2	3	4	5	6	7	8	9
University Education								
Arts Colleges								
English ...	...	..	..		...			
Oriental . .		...	.	.	..			
Colleges or Departments of Colleges for Professional Training								
Law	..	...	...			...	...	
Medical	...	...		..	..	.	...	
Engineering	.	...	...	..	..	.		
Total	.	.	.	.	..	.	.	
School Education, General.								
Secondary Schools								
For boys — English . ..	11	630	146	26	29	429	..	
For boys — Vernacular ...	...	.	.	...	...	..		
For girls — English .	2	96	38	..	..	58	.	
For girls — Vernacular ...	.	.	..	..		...	...	
Total ...	13	726	184	26	29	487		
Primary Schools								
For boys	3,321	51,011	240	203	116	50,451	1	
For girls	92	1,210	45	21	..	1,144		
Total .	3,889	52 221	285	224	116	51,595	1	
School Education, Special								
Schools for Special Instruction								
Training schools for masters ...	...	..	...	...	..	.		
Training schools for mistresses	..	..	..	..	.	.	..	
Schools of arts	..	...	...	..	...	...	.	
Law schools	..	.	..	..	.	...	.	
Medical schools . .	.	..	...	..	.		..	
Engineering and Survey schools ...	5	116	...	...		116	...	
Industrial schools .. .		...		...	...	.	.	
Other schools .. .	..	...	.	.	.	..		
Total .	5	116	..		...	116		
Total of Colleges and Schools of Public Instruction	3,401	53,063	469	250	145	52,198	1	

G. B. C. P. O.—No. 4507, B S, 9-11-92—680.